

**A STUDY TO EVALUATE THE EFFECTIVENESS OF SELF
ESTEEM ENHANCEMENT PROGRAMME AMONG THE
SELECTED LOW SELF ESTEEMED ADOLESCENTS
IN THE SELECTED HIGH SCHOOLS AT
KANYAKUMARI DISTRICT**



**A DISSERTATION SUBMITTED TO THE TAMILNADU
DR. M.G.R. MEDICAL UNIVERSITY, CHENNAI, IN
PARTIAL FULFILLMENT FOR THE DEGREE OF
MASTER OF SCIENCE IN NURSING**

APRIL – 2012.

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INTERNAL EXAMINER

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EXTERNAL EXAMINER

CERTIFICATE

This is to certify that this is the bonafide work
of..... II year M.Sc. Nursing
Sree Mookambika College of Nursing, Kulasekharam in partial fulfillment of
the requirements for the Degree of Master of Science in Nursing, submitted to
Dr. M.G.R. Medical University, Chennai.

Principal

Place : Kulasekharam

Sree Mookambika College of Nursing,

Date :

Kulasekharam

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Investigator

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ABSTRACT

Introduction

Self esteem, a key construct of personality, influences thoughts, actions and feelings. Adolescence is a critical stage to the development of self esteem. A child who is exposed to self esteem enhancement programs may be better equipped to face decisions and to make better life choices. If children can learn to value themselves, they can be able to value others around them and to feel good about the world in which they live.

Objective

The overall objective of this study was to evaluate the effectiveness of self esteem enhancement programme among the selected low self esteemed adolescents.

Methodology

The study was designed as two group pre test post test quasi experimental design with 60 samples by adopting purposive sampling technique. 60 high school students 30 were assigned in the experimental and 30 were assigned in the control group after pretesting their self esteem level by Rosenberg self esteem scale. Self esteem enhancement programme was implemented to the experimental group for consecutive four days and nothing was implemented in the control group. After a week post test was done with the same tool in both groups. The pre and post test data were analyzed using descriptive and inferential statistics.

Major findings of the study

ix

The findings of the study depicted that the pre tested mean level of self esteem... ... the experimental group was 12.63 ± 1.967 and in the control group was 12.03 ± 1.862 . The

mean level of self esteem in experimental group and control group after self esteem enhancement programme was 18.53 ± 1.857 and 12.06 ± 1.842 . The result revealed that there was a significant increase in the self esteem level among adolescents in the experimental group.

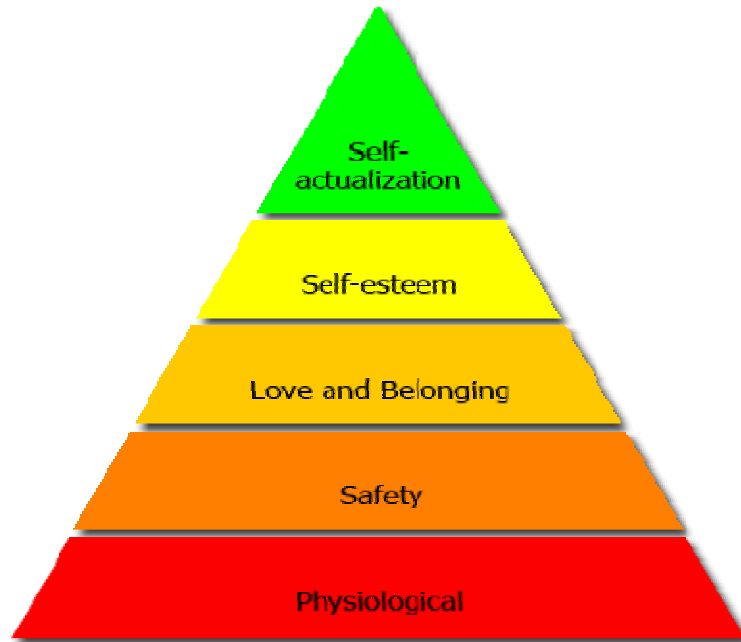
Conclusion

The study inference revealed that self esteem enhancement programme increased the level of self esteem among the low self esteemed adolescents.

CHAPTER 1

INTRODUCTION

“You yourself as much as anybody in the entire universe deserve your love and affection” (Buddha).



All humans have a need to be respected and to have self esteem. Esteem presents the normal human desire to be accepted and valued by others (Abraham Maslow, 1943- Hierarchy of human needs).

Self esteem refers to an overall evaluation of one's worth or value as a person (Harter, 2003).

Self esteem is positive when one feels capable, worthwhile and competent. A child's self esteem is related to the child's evaluation of his or her effectiveness at school, with in the family and in social setting (Rosenberg, 1965).

Self esteem is the key construct of personality, influences thoughts, actions and feelings. Adolescence is a critical stage of the development of the self esteem (Hsiang-Ru Lai and Wan Yu wen, 2009).

The level of global self esteem is gradually, relatively high during childhood, it drops dramatically when children enter the stage of adolescence. The enormous decrease of global self esteem during adolescence can be attributed to significant changes that are taking place during the transition from childhood to adolescence (Robins, Gosling and Potter, 2002). An ability to maintain a high degree of self esteem can positively affect the life and academic achievements of children and teenagers (Dalgas-Pelish, 2006). Low self esteem can also easily cause poor academic achievement, crime and risky behavior (Bhana and Lombard, 2004).

During the transition from elementary school to high school, young pupils become vulnerable and self esteem levels tend to drop drastically. This seems a proper developmental period requiring primary preventive interventions for low self esteem and attempts to be made to increase self esteem of those youngsters who have low self esteem (Peter Muris and Sandra Mulkins, 2006).

The years in junior high school represents an important stage in the development of self esteem. If an individual develops well being during these years, he or she is unlikely to experience low self esteem, enjoys a reduced probability of engaging in health damaging or aberrant behaviors, and should mature into a self confident, self affirming and healthy citizen (Cantin and Boivin, 2004).

Children are vulnerable population who deserve every positive opportunity that the society can offer. The more attention to self esteem is provided; better chance is there for children at life, both in giving and receiving.

Need and significance of the study

“Adolescents are the parents of tomorrow”. Hence it is important to prepare them for their parenthood (Agarwal, 2008).

Self esteem is a central concept that is related to academic achievement, social functioning and psychopathology of children and adolescents. Low self esteem in children is related to poor health and deviant social behaviors such as smoking, substance abuse, poor academic achievement, depression, suicide and pregnancy.

National Association for Self Esteem (NASE) conducted a survey in 2002 on adolescent deviant behaviors due to low self esteem in United States. The report demonstrated that one fifth of high school students are at high risk of school failure, 30% of youth drop out, 23% of cigarette smoking and 60% of alcohol consumption, one in eight adolescents are suffering with depression, 34% of teenage pregnancy and 10% of adolescent boys and 15% of adolescent girls have attempted suicide.

American Association of University Women survey (2003) reported that 46% of boys and 29% of girls in high schools showed low self esteem.

National Survey Of Children’s Health in Kentucky (2007) reported that 10.4% of 6-17 year old children exhibited problematic social behavior due to low self esteem.

Anubha Dhal and Sangeetha Bhatia (2007) conducted a study on adolescent self esteem, attachment and loneliness in a public school in New Delhi. They used a sample of 55 adolescent males and 55 females aged between 10-13 years. The subjects were administered with self esteem inventory and the data were collected. The result showed that adolescents aged between 10-11 years reported higher self esteem as compared to those in 12-13 of age.

Dalgas-Pelish (2003) conducted a study in United States on the effect of self esteem intervention programme among school children. She used a sample size of 98 children aged between 10-12 years. A pre test-post test study design was used with a four lesson self esteem enhancement programme as intervention. The study result showed that children involved in the enhancement programme had a significant increase in self esteem.

Pooja Yadav and Naved Iqbal (2009) conducted a study in New Delhi to assess the impact of life skill training on self esteem among adolescents. 60 students of 15-17 years were included in the study and they received a training for five months. The post test result showed that the subjects improved significantly on self esteem ($p < 0.01$).

When the investigator went through journals and articles related to self esteem, understood that low self esteem was one of the major problem among the adolescents as per today which may lead the adolescents to adapt bad habits and behaviors. This actually motivates the investigator to initiate the study and also towards the partial fulfillment of M.Sc. (Nursing) programme. Thus the study has been selected by the investigator.

Statement of the problem

A study to evaluate the effectiveness of self esteem enhancement programme among the selected low self esteemed adolescents in the selected high schools at Kanyakumari district

Objectives

1. To establish the experimental and control groups with low self esteemed adolescents based on the pre test on the level of self esteem among the adolescents in the selected high schools.

2. To post assess the self esteem level of the selected low self esteemed adolescents in both experimental and control groups after implementing self esteem enhancement programme to the experimental group only and nothing to the control group.
3. To evaluate the effectiveness of programme in increasing self esteem of the low self esteemed adolescents by comparing the pre and post assessments between the experimental and control groups.
4. To determine the association of the pre tested low self esteem among the selected adolescents with their demographic variables such as gender, family type, family structure, order of birth and body built.

Hypotheses

H₁ – There is a significant increase in the level of self esteem among the adolescents in the experimental group after implementing a self esteem enhancement programme.

H₂ - There is a significant difference in the level of self esteem between the experimental and control groups after conducting a self esteem enhancement programme for the experimental group only and nothing to the control group.

H₃ - There is a significant association of the pre tested low self esteem among the adolescents with their demographic variables such as gender, family type, family structure, order of birth and body built

Operational definitions

Effectiveness

In this study effectiveness refers to the increase in the level of self esteem among the selected low self esteemed adolescents after undergoing self esteem enhancement programme for four days.

Self esteem enhancement programme

In this study self esteem enhancement programme refers to a short term teaching schedule planned and implemented for the selected low self esteemed adolescents that includes four sessions related to self esteem in the form of lecture, discussion, role play and narration concecutively for four days.

Low self esteemed adolescents

In this study low self esteemed adolescents refer to the male and female adolescents studying in 8th , 9th , and 10th Tamil medium classes between the age group of 13 and 15 years who have scored less than 15 in the Rosenberg self esteem scale.

Assumptions of the study

1. Low self esteem may be a common problem among the adolescent population.
2. Low self esteem may be contributed by many internal and external variables such as gender, family type, family structure, birth order, body built etc.
3. Self esteem enhancement programme may have positive influence in raising the self esteem of the adolescents.

Delimitations of the study

The study was delimited to:

1. The adolescents between the age group of 13 and 15 years who have scored only less than 15 in the Rosenberg self esteem scale.
2. Adolescents who were studying in 8th, 9th and 10th Tamil medium classes.
3. Only 60 samples.
4. Only a period of 4 weeks.
5. Only two schools.

Conceptual framework

Conceptual frame work is the global idea about a concept in relation to a specific discipline i.e., it is a visual diagram by which the researcher explains the specific area of her interest. It is the overall printing of a study.

The overall purpose is to make research findings meaningful and generalisable. The conceptual framework for this study was derived from “General system theory”. Von Bertalanffy (1968) defined a system as a whole with interested parts in which the parts have a function and the system as a whole, has its own function. All living systems are open system in which there is a continuous exchange of matter, energy and information providing input for the system.

Input

Bertalanffy describes input as the information needed by the system, which transmitted across and by the parts.

In this study the aspect of input included the screening of low self esteemed adolescents with Rosenberg self esteem scale and assigning the subjects in experimental (30) and control (30) groups.

Throughput

She describes throughput as the activity phase. It is a process that allows the information to be exchanged and the functions are modified throughout the system.

In this study the experimental groups of low self esteemed adolescents were transferred to the throughput process of four days implementation of self esteem enhancement programme.

Output

According to Bertalanffy output is the final outcome of the total process.

After a week of completion of self esteem enhancement programme to the experimental group, a post assessment was done on both experimental and control groups of selected adolescents on their self esteem level. Self esteem enhancement programme was found to be effective. This indicated the positive outcome of the study.

Thus the whole study was based on Von Bertalanffy's General system model to justify the effectiveness of the programme implemented.

Feed back

According to her when the input returned into the system as input, the process is known as feedback.

In this study the investigator has found that the self esteem enhancement programme was effective in increasing self esteem of low self esteemed adolescents. Hence feed back was not done.

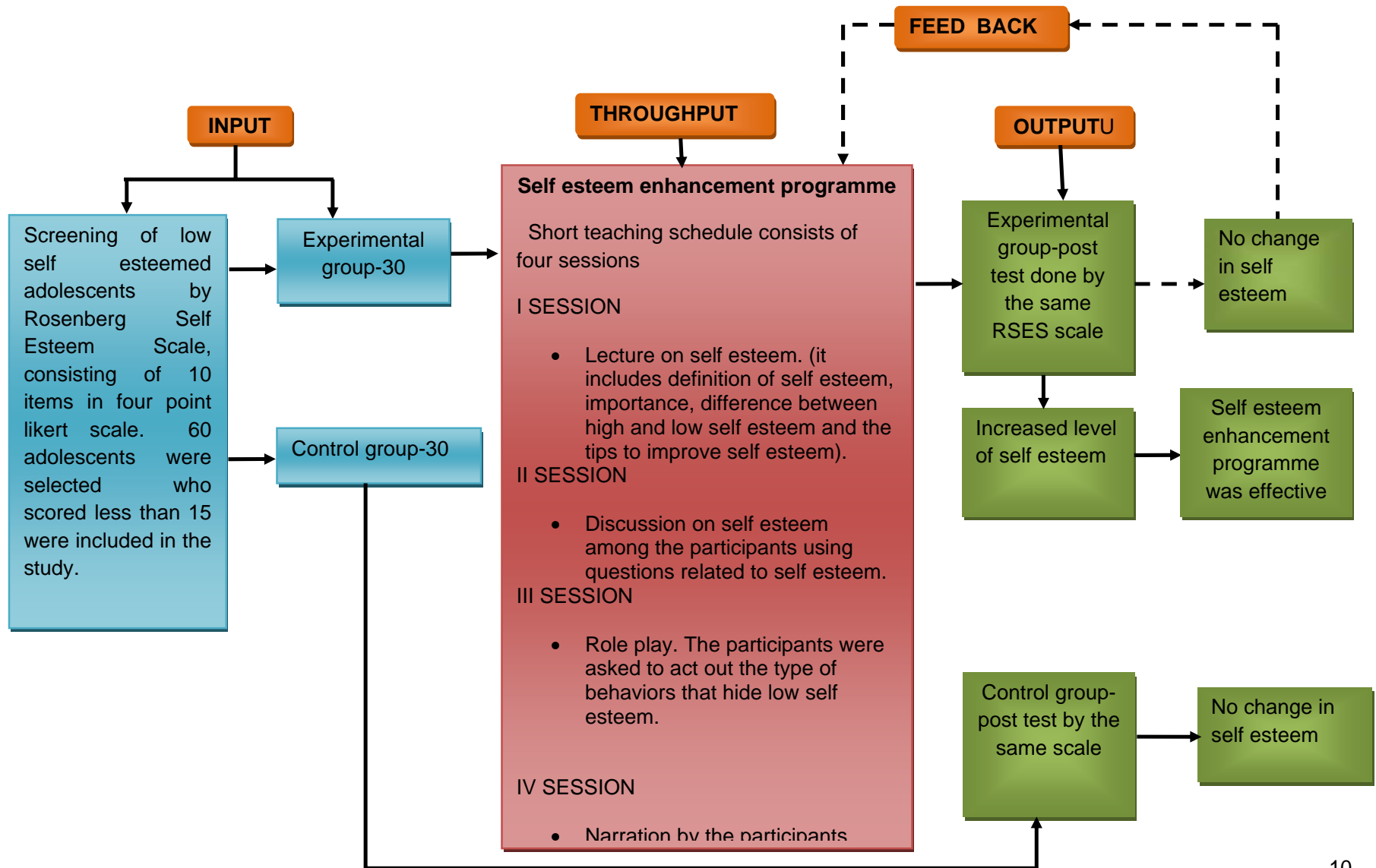


Figure 1. Conceptual Frame Work Based On General System Model (Von Bertalanffy 1968)

CHAPTER II

REVIEW OF LITERATURE

The review of literature is defined as a broad comprehensive in depth systematic and critical review of scholarly publications, unpublished scholarly print materials, audio-visual materials and personal communication (Basavanthappa, 2002).

Researchers never conduct a study in an intellectual vacuum. Their studies are usually undertaken in the context of an existing knowledge base. Researches often undertake a literature review to familiarize themselves with knowledge base. For both qualitative and quantitative researches, a literature review is important for developing broad conceptual context into which a research problem will fit. The search for related literature is one of the four phases in the research process. It is a valuable guide for defining the problem, recognizing its significance and suggesting and also promising data gathering devices appropriate study design and source of data (John W best, 1999).

In this study review of literature is written under the following headings.

1. Studies related to low self esteem among adolescents.
2. Studies related to the factors affecting adolescent's self esteem.
3. Studies related to impact of low self esteem among adolescents.
4. Studies related to effectiveness of various self esteem interventions programmes to enhance self esteem among adolescents.

Studies related to low self esteem among adolescents

Kamala Raj (2008) conducted a study to identify the self esteem of adolescent girls in Himachal Pradesh. A total sample of 112 school going girls with the age range of 14 to 19 years were selected from five villages. Self esteem was measured through self esteem scale and the result indicated that majority of girls had average score of self esteem and 26% were having low level of self esteem.

Lisa Maric Bernardo,etal (2007) conducted a study to identify self esteem among rural adolescents. They used sample of 193 high school students from rural Pennsylvania and they completed Rosenberg self esteem scale. The result showed that the mean score was average in the range and the females scored lower than males in self esteem.

Mullan.E and Nik Gabhainn (2003) conducted a survey to identify self esteem of Irish young people. 7706 samples were selected by random sampling method and they were administered with Rosenberg self esteem scale. Result showed that self esteem was significantly higher in males than in females and higher in 10-12 years than in 13-17 years.

Zimmerman Marc.A and Diclman Terry.E (2000) conducted a longitudinal study by using cluster analytic approach in USA to identify self esteem among adolescents from 6-10 grades of 1160 adolescents over a period of four years. Four self esteem trajectories were identified i.e., consistently high, moderate and rising, steadily decreasing, consistently low. Repeated measure analysis found that youth with steadily decreasing and consistently low self esteem were found in 8-10 grades.

Reuman David A and Midgley Carol (2000) conducted a study in USA to assess self esteem across the transition during early adolescence. 1850 school age children were examined for self esteem transition from elementary school to junior high school. The study result showed that self esteem scores decreased across transition to junior high schools, but increased during 7th grade.

Studies related to factors affecting adolescent's self esteem

McClure. A (2010) conducted a study to identify the factors associated with low self esteem among U.S adolescents. A sample of 6522 adolescents aged 12 to 16 years were randomly selected and surveyed. The result showed that low self esteem among adolescents were associated with number of modifiable risk factors such as obesity, television time, team sports participation, school performance and parenting style.

Tam Cailian (2009) in Malaysia conducted a study to investigate the effect of parental relationship on adolescent self esteem. 400 adolescents from 16-18 years were randomly selected for the survey. Samples were completed family functioning scale and self esteem scale. The data were correlated and the result showed that family functioning and self esteem was significantly correlated and the participants who had good parental relation had higher self esteem.

Unni k Mokens, Don G Byre, and Inger E.O (2009) conducted a crossectional study among Norwegian adolescents to investigate the relationship between gender difference on adolescent self esteem and stress. 769 girls and 735 boys age between 13 to 18 years were randomly

selected and they were completed the assessment. Data were analyzed using SPSS package and the result showed that mean scores on stress was high among girls and the mean scores on self esteem was high among boys

Siyez Muge (2008) conducted a study in Turkey to determine family conflict and peer support on adolescent self esteem, depression and behavior problems. The sample consisted of 1134 high school students. The result indicated that high conflict in the family is related to lower level of self esteem and higher level of depression.

Vanitha C (2005) conducted a study in Bangalore to compare self esteem and adjustment in a group of 50 adolescent children of alcoholics. The self esteem and adjustment inventory were administered to the subjects and the result revealed that low esteem and poor adjustment in the children of alcoholics than controls.

Josefina Castro (2005) conducted a study in Espana to analyze social and body self esteem in adolescents with eating disorders and to assess the psychometric properties of self esteem in eating disorder. The self esteem in eating disorder was used to compare with 170 eating disorder adolescent girls with anorexia nervosa and bulimia nervosa and 359 school girls from general population. The result showed that eating disorder adolescent girls had low social and body self esteem than adolescents from general population.

Marika Tiggemann (2004) in Australia conducted a study to investigate the relationship between adolescent girl's body dissatisfaction and self esteem. 242 high school girls were completed questionnaire on self esteem and body satisfaction. Regression analysis was used to compare the data

collected. The result showed that girls with overweight perception were particularly vulnerable to develop low self esteem.

Rochelle L James (2001) in USA conducted a study to determine relationship between religiosity and perceived family support and self esteem among adolescents by using convenient sampling method 94 adolescents, 32 males and 62 females aged from 14 to 18 years were selected. Subjects were completed Rosenberg self esteem scale, religiosity scale and perceived family support scale. The result indicated that there were no significant correlation was found between religiosity and self esteem. But family support and self esteem were positively correlated.

Studies related to impact of low self esteem among adolescents

Beste Niggamma (2009) in Karnataka conducted a study to assess the relationship between adjustment behavior and self esteem among adolescents. A total of 100 adolescent students were selected and adjustment and self esteem were assessed. Students were classified into low and high self esteem groups. The result showed that higher the self esteem better the adjustment.

Richard W Robins (2008) in California conducted a study to identify the relationship between low self esteem and depression among large number of adolescents and young adults between 15 to 21 years of age. Regression analysis was used to analyze the data and the result showed that low self esteem predicted subsequent level of depression.

Lan Chaplin and Deborah John (2007) conducted a study in USA on materialism among children and adolescents with low self esteem. Subjects of 8-18 years were assessed on self esteem and materialization levels. The result showed that low self esteem causes increased materialism.

Chie Kataoka, Yuji Nozu, and Yuki Sato (2001) in Japan conducted a study to investigate the influence of low self esteem on the prevalence of risk behaviors among adolescents. Survey conducted among 11,113 high school students, 5604 males and 5509 females. Nine risk behaviors such as physical activities, detachment behavior, cigarette smoking, alcoholism, drug abuse, sexual behavior, traffic related violence, self harm behaviors and academic performance were included. Multiple regression analysis was used to analyze the data and the result showed that risk behaviors shows strong correlation with low self esteem.

Donna .L Vanish and James Battle(1999) conducted a study to assess the relationship between self esteem, depression and alcohol consumption among adolescents.22 adolescents were included in the study and the scores on self esteem correlated significantly with both of those on depression and alcohol consumption.

James C Overholser and Dalia M (1998) in Cleveland conducted a study to investigate self esteem deficit and suicidal tendencies among adolescents. Researchers used a sample of 288 high school students and 254 adolescent psychiatric patients. The direct relationship between self esteem and suicidal tendencies examined by suicidal ideation and history of

suicide attempts. The result showed that low self esteem was closely related to suicidal tendencies.

Heather M Hoppe (1998) conducted a survey in Missouri to evaluate the effect of self esteem on education among people from 18-35 years with 21 males and 24 females. Subjects were asked about their highest completed level of education and the self esteem questionnaire was administered. The result was interpreted by using statistical procedures and the result showed that there is a significant difference in self esteem levels between subjects with little versus lot of education.

Studies related to the effectiveness of various self esteem intervention programmes to enhance self esteem among adolescents

Sangeetha Singg and Kay C (2009) conducted a study to evaluate the effectiveness of self esteem enhancement programme using personal development course materials to promote a sense of self esteem and responsibility in at risk high school students with low self esteem in USA. 60 students were selected randomly and assigned 26 in experimental group and 34 in control group. Coopersmith self esteem inventory was used. The experimental group received the programme for an year and the control group did not receive anything. On post test the experimental group showed significantly greater positive change from pre test in self esteem scores compared to control group. The study concluded that the programme was effective in helping at risk students to improve their self image and self esteem.

Kirupa P (2009) conducted a study in Karnataka to evaluate the effectiveness of planned intervention on self esteem among first year general nursing and midwifery students. Subjects were screened with self esteem scale and two group pre test posttest study design was used. The experimental group received planned intervention on self esteem for consecutive 6 days. The result showed that post test level of self esteem was high among in the experimental group than in control group.

Jane E .Myen and Jose .A Villalba (2009) conducted a study to assess the influence of wellness factors in promoting components of self esteem in adolescents. 140 high school students from a private school in South Eastern U.S participated in the study. The result indicated that the wellness factors had a predictive influence in raising self esteem among adolescents.

Hsiang Ru Chang and Ming Lu (2009) conducted a study to evaluate the effectiveness of self esteem programme incorporated into health and physical education classes. A quasi experimental research design was used and 184 adolescents in Taipei city were randomly selected and separated into two groups. Participants were completed Rosenberg self esteem scale. Experimental group received 32 week self esteem programme incorporated into their regular health and physical education curriculum. The result showed that the experimental group was significantly superior to the control group in respect to self esteem.

Taveeporn Panichpong, Poonsuk Shuaytong, Jarueyporn Suparp and Nowluk Ngoen Wiwakfu (2009) in Thailand conducted a study to evaluate the effectiveness of group activities designed to enhance self esteem of female

adolescents from 12-18 years. Quasi experimental study design was used and assigned 36 adolescents in experimental group and 36 in comparison group. Coopersmith self esteem inventory was used to assess their self esteem. The experimental group received four session activities. After four weeks the experimental group showed higher self esteem mean scores ($P < 0.001$) and the comparison group remained as same

Mei –Chang Yu and Yilling –Mei Liou (2006) conducted a study in Taiwan to evaluate the development and effectiveness on a school programme on improving body among elementary school students. They applied a quasi experimental design with 314, 5th and 6th grade students (112 in experimental group and 202 in the control group). The experimental group received 8 week programme and the result showed that intervention students had increase in body satisfaction than controls.

Michael Lee Powell and Rebeca Newgat (2006) conducted a study in USA to examine the effectiveness of cinematotherapy intervention on enhancing self esteem of youth. 17 children participated in 6 week training programme after completed the Rosenberg self esteem scale. A quasi experimental study design was used. The result indicated that cinematotherapy did have a positive impact on raising self esteem.

Myung Sun Hyun and Young-Ja-Lee (2004) conducted a study to evaluate the effectiveness of cognitive group behavioral therapy on self esteem, depression and self efficacy of runaway adolescent in a shelter in South Korea. The experimental and control group consisted of 14 and 13 male subjects respectively. The experimental group participated in cognitive

behavioral therapy for 8 weeks and control group did not participate in the programme. The result indicated that there was significant raise in self esteem, self efficacy and reduced depression among the subjects in experimental group.

William Philips (2003) conducted a study in USA to assess the effectiveness of girls circle intervention on self esteem and self efficacy. 63 adolescent girls from 9 support groups participated in the programme for 10 week. The result revealed that there were significant increases in the self esteem and self efficacy.

Maria Jesus and Gonzalo Musitu (2000) conducted a study in Spain to evaluate the effectiveness of an intervention programme for the reinforcement of self esteem. They used a sample of 1537 pupils ranged from 10 to 16 years and divided into experimental and control groups. For the pupils in the experimental group Galatea programme was administered over a period of two months. The result showed that pupils who had undergone the Galatea programme were superior in the post test compared to the pre test. In the control group there were no evidence of significant variation.

Susan Hutton (1998) conducted a study in Canada to assess the impact of participation in an optional course for enhancing self esteem of junior high schoolgirls from 13 to 15 years. The investigator used a sample size of 36 girls in experimental and 21 in control group. A true experimental design was used. The result indicated that there was significant increase in self esteem of those who participated in an optional course, but no differences were identified in control group.

Goldstein and McGinnis (1997) conducted a study to assess the effectiveness of social skill group therapy on self esteem and adolescent eating behavior. 160 adolescents with eating disorder were included in the study and they received a structured group therapy for developing self esteem and social skills. After group therapy the participants showed significant improvement in the self esteem.

CHAPTER III

METHODOLOGY

Methodology is designed to develop, validate, implement and to evaluate the research tools and techniques. Methodology requires a sound, specific and exhaustive literature review to identify the theories and the underlying concept.

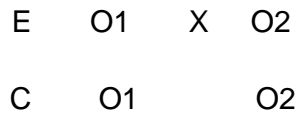
This chapter includes research design, setting, population, sampling technique, selection criteria, development of tool, ethical consideration, pilot study and data collection procedure and plan for data analysis.

Research design

Research design is the overall plan for obtaining answers to the research questions or for testing the research hypotheses. It spells out the basic strategies that the researcher adopts to develop, accelerate and interpret information. The design incorporates most methodologic decision made by the researcher in conducting a study (Polit and Hungler, 1999)

The design used in this quantitative study was quasi experimental, two group pre test-post test design, since the randomization was not done for the selection of samples in this study.

The research design is diagrammatically represented as



E- Experimental group

C- Control group

O1- pre test to assess the level of self esteem

X- self esteem enhancement programme

O2 -posttest to assess the level of self esteem

Setting of the study

Setting is the location where a study is conducted.

The settings selected by the investigator to conduct this study were the Government High Schools at Arumanai and Thiruvarambu which is 6.5 km and 4.5 km away from Sree Mookambika Institute of Medical sciences respectively. The investigator has selected the settings due to the availability of the samples and its accessibility to investigator.

Population

Population refers to as the entire group or all the elements like individuals or subjects that meet certain criteria for inclusion in the study.

The population under this study included all the adolescents in the age group of 13 to 15 years who were studying in the classes from 8th to 10th standards in the selected Government High schools that consisted of 300 students.

Sample size

Sample size refers to the subset of the population that was selected to participate in a particular study.

In this study the investigator has selected 60 adolescents with low self esteem of less than 15 score, between the age group of 13 to 15 years, 30 for experimental and 30 control group who were studying from 8th to 10th standards in the selected schools.

Sampling technique

Sampling technique refers to the process of selecting the sample of people to be included in the study.

A purposive sampling technique was adopted by the investigator in selecting the subjects for the study because the investigator intended to select only the low self esteemed adolescents from all the adolescents studying in 8th, 9th and 10th standards between the age group of 13 and 15 years in the selected high schools.

Criteria for sample selection.

Inclusion criteria

- Low self esteemed adolescents in the Tamil medium at the selected two Government high schools.
- Adolescents between the age group of 13 and 15 years.
- Male and female adolescents who were studying in 8th, 9th and 10th classes.
- Adolescents who were willing to participate in the study.

Exclusion criteria

- Adolescents who have attended any previous self esteem training programmes.
- Adolescents other than Tamil medium in 8th, 9th and 10th standards.
- Adolescents with speech or hearing impairment.
- Adolescents below 13 and above 15 years of age.

Description of the tool

A research tool is an instrument used to collect data. A well prepared research tool enhances the researcher to proceed with the data collection effectively, so that the findings will be accurate.

The tool prepared by the investigator to conduct this study consisted of two parts.

Section A

This section deals with the demographic variables of the selected subjects such as gender, family type, family structure, birth order and body built.

Section B

Description of the Rosenberg self esteem scale used by the investigator to assess the self esteem level of the selected adolescents (Morris Rosenberg, 1965).

The Rosenberg self esteem scale is a four point likert scale formulated by Rosenberg. It ranged from strongly agree to strongly disagree. It consisted of list of 10 items related to self esteem with the maximum score of 30 and minimum zero. The score less than 15 was suggested as low self esteem. The scale is annexed in the appendix.

Validity and Reliability

Validity is the degree to which an instrument measures what it is intended to measure.

Reliability is the degree of consistency or dependability with which an instrument measures the attribute it is desired to measure

(Polit and Hungler, 1999).

Rosenberg self esteem scale was designed by Rosenberg in 1965 to measure the self esteem of high school students. Many studies have been conducted to investigate the validity and reliability of the Rosenberg self esteem scale. It demonstrated a good reliability and validity across a large number of different sample groups. The scale was administered to 5,204 high school students from 10 randomly selected schools in New York state and was scored. The reproducibility of the scale was 0.92 and scalability was 0.72. The test-retest reliability of the scale was in the range of 0.82 to 0.88 and the internal consistency was 0.77. Since many researches have been done to prove the validity and reliability of the tool, the investigator used the same tool.

Ethical consideration

A written informed consent was obtained from the Headmasters of the selected high schools to conduct this study through the letter given by the Principal of this college. Oral consent had been obtained from the class teachers as well as the selected adolescents after explaining the nature and importance of the study.

Pilot study

According to Polit (2006), pilot study means a small scale version of the trial run, done in preparation for a major study.

In order to find out the feasibility and practicability of the study, a pilot study was conducted in Government High School in Trivandrum with 6 samples.

After getting permission from the school authority, oral consent was obtained from the class teachers as well as the selected subjects. The Rosenberg self esteem scale was administered to 60 participants and 6 children who scored less than 15 to the self esteem scale were selected for the study and assigned 3 in experimental group and 3 in control group. For the experimental group the researcher had conducted the self esteem enhancement programme for consecutive 4 days. After a period of one week the Rosenberg self esteem scale was administered to reassess their self esteem. For the control group, self esteem was reassessed without implementing enhancement programme.

Data collection procedure

Since the pilot study was found as practicable and feasible to conduct the final study among adolescents, the final study was conducted in two Government high schools at Arumanai and Thiruvarambu.

The final study was carried out in the month of July and August. After having obtained a written consent from the school authorities, the purpose of the study was explained to the class teachers of the selected subjects and oral consent was obtained from all the subjects.

Data collection procedure was carried out in 4 steps.

Step-1

Pre test assessment of self esteem was done among all the adolescents of 13 to 15 years of age studying from 8th to 10th standards in the selected high schools, those who had a self esteem score of less than 15 were included in the study.

Step -2

60 adolescents with low self esteem were selected from both the high schools, 30 from one school for the experimental group and 30 from the other school for the control group.

Step-3

For the adolescents in the experimental group, the self esteem enhancement programme was implemented for consecutive 4 days.

Day 1 - Lecture on self esteem.

It includes definition of self esteem, importance of self esteem, difference between high and low self esteem and the tips to improve self esteem

Day 2- Discussion on self esteem among the participants.

The participants were involved in group discussion using questions related to self esteem.

Day 3- Role play

The participants were asked to act out the type of behaviors that are found to be someone is hiding a low self esteem

Day 4- Narration by the participants

Participants were asked to write their ideas on self esteem and share their work.

Step 4

Post assessment of self esteem was done with same Rosenberg self esteem scale for both experimental and control groups after a week.

Plan for data analysis

The data was organized, tabulated, summarized and analyzed by using descriptive and inferential statistics. To compare the self esteem level in experimental and control groups 't' test was used and chi square test was used to find out the association between low self esteem and the selected demographic variables.

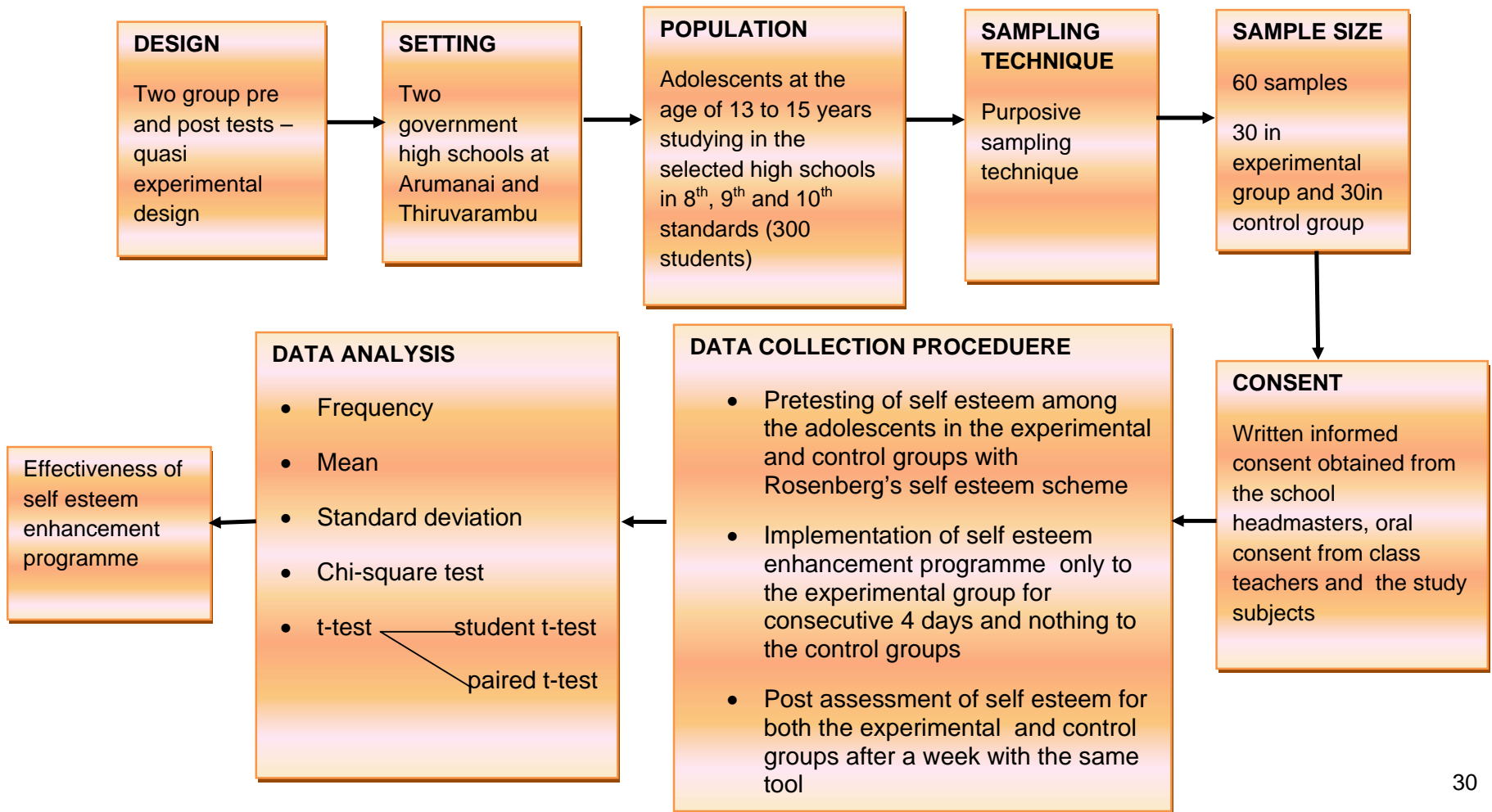


Figure 2 : Schematic representation of Research Design

CHAPTER IV

DATA ANALYSIS

This study was intended to evaluate the effectiveness of self esteem enhancement programme in improving the self esteem among low self esteemed adolescents. The quasi-experimental design with the pre and post tests of experimental and control groups was used to conduct the study.

The data obtained were analyzed by both descriptive and inferential statistics. The test scores were analyzed by the statistical mean and standard deviation. The significance of differences among the mean scores were analyzed by student paired 't' test. The relationship among the pretested self esteem level and the subject's selected variables were tested by the chi-square test.

The analyzed data are presented in tables and figures in five sections which are furnished below:

Section: I- Frequency- percentage distribution of selected subjects as per their selected demographic variables.

Section: II- Distribution of mean score and standard deviation of the pre and post tested level of self esteem in the experimental and control groups.

Section: III- Comparison of the pre and post tested level of self esteem within the experimental group and within the control group.

Section: IV- Comparison of the post tested level of self esteem among the experimental and control groups.

Section: V- Association between pretested low self esteem of subjects in the experimental and control groups and their selected demographic variables.

Section: I

This section deals with the frequency-percentage distribution of selected subjects as per their selected demographic variables.

Table-1

Frequency –percentage distribution of selected subjects as per their selected demographic variables. N=60

Demographic variables	Experimental group		Control group	
	Frequency	Percentage	Frequency	Percentage
1. Gender				
Male	12	40%	11	36.7%
Female	18	60%	19	63.3%
Total	30	100%	30	100%
2. Family type				
Nuclear	18	60%	14	46.6%
Joint	12	40%	16	54.4%
Total	30	100%	30	100%

Table 1 Continued

Demographic variables	Experimental group		Control group	
	Frequency	Percentage	Frequency	Percentage
3. Family structure	3	10%	2	6.6%
Single parent	1	3.3%	2	6.6%
Separate	1	3.3%	1	3.3%
Divorce	0	0%	0	0%
No parents	25	83.3%	25	83.3%
Together	30	100%	30	100%
Total				
4. Body built				
Thin and tall	7	23.3%	6	20%
Moderate	21	70%	23	76.6%
Obese	2	6.6%	1	3.3%
Total	30	100%	30	100%
5. Birth order				
First	12	40%	9	30%
Middle	5	16.6%	6	20%
Last	13	43.3%	15	50%
Total	30	100%	30	100%

The above table depicts that in the experimental group 40% were males and 60% were females. In the control group 36.7% were boys and the remaining 63.3% were girls. Regarding family type 60% were from nuclear

family and 40% were from joint family in the experimental group and in the control group 46.6% were from nuclear family and 54.4% were from joint family. The family structure shows that 10% of subjects in experimental group and 6.6% of subjects in control group were with single parent, 3.3% of subjects in experimental group and 6.6% of subjects in control group had separated parents, 3.3% of subjects in both experimental and control group had divorced parents, and the remaining 83.3% of subjects in both groups had their parents living together. In respect of their body built, 23.3% of subjects in experimental group and 20 % in control group were thin and tall. 70% of subjects in experimental group and 76.6% in control group were moderately built and the remaining 6.6% of subjects in experimental group and 3.3% in control group were obese. Regarding the birth order, in experimental group 40% were first born child, 16.6% were middle born child, 43.3% were last born child. In the control group, 30% were first born child, 20% were middle born child and 50% were last born child.

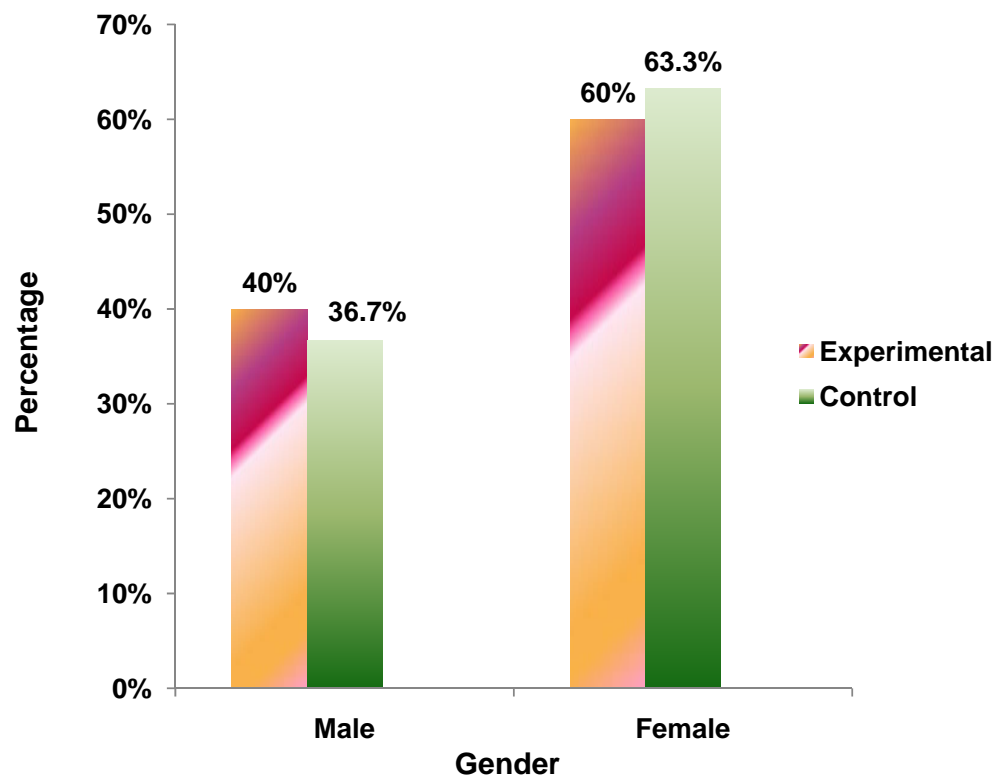


Figure: 3 Bar diagram depicting percentage distribution of selected subjects regarding their gender

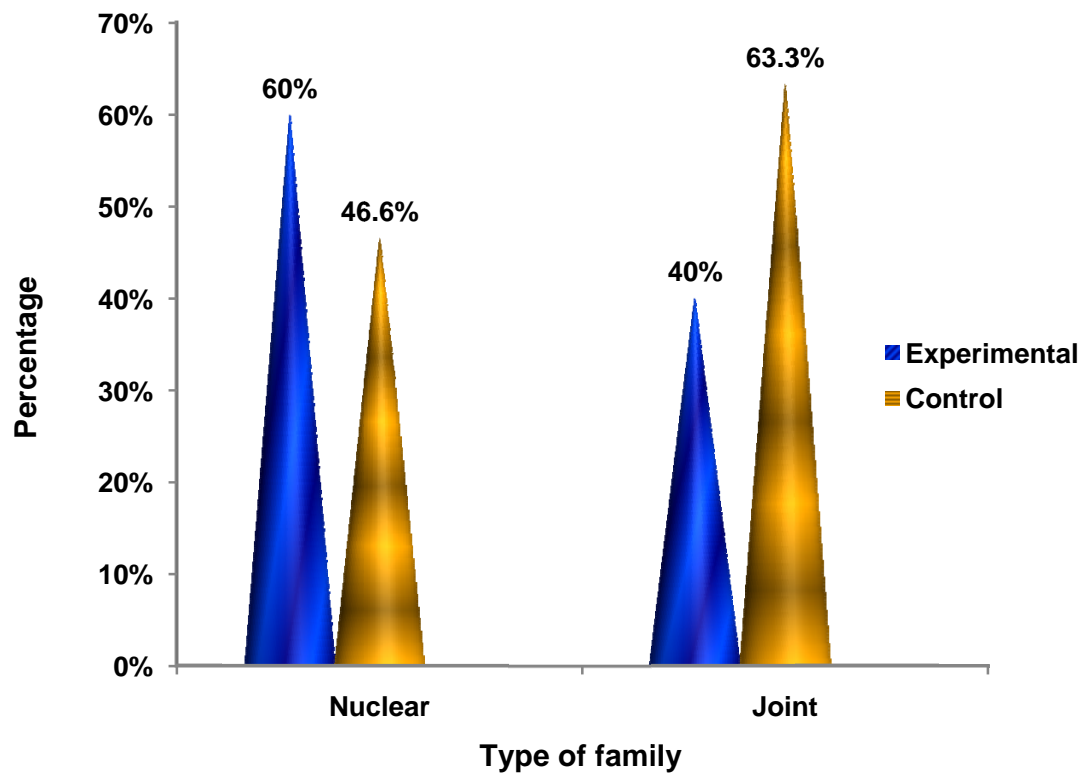


Figure: 4 Bar diagram depicting percentage distribution of selected subjects regarding their family type

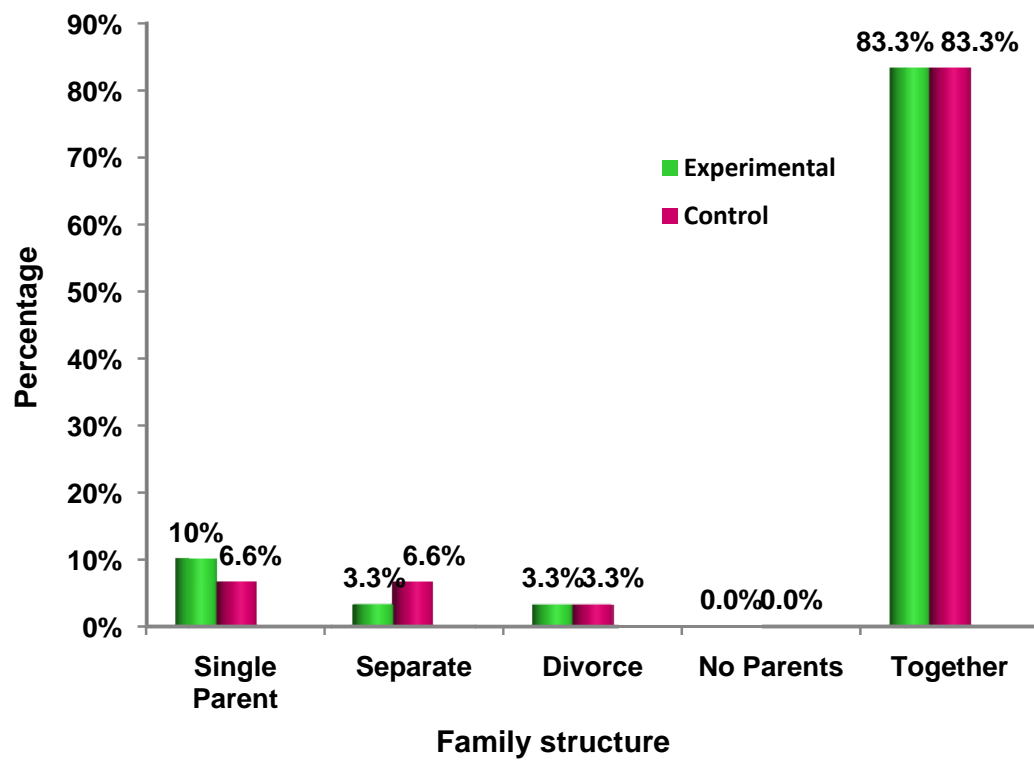


Figure: 5 Bar diagram depicting percentage distribution of selected subjects regarding their family structure

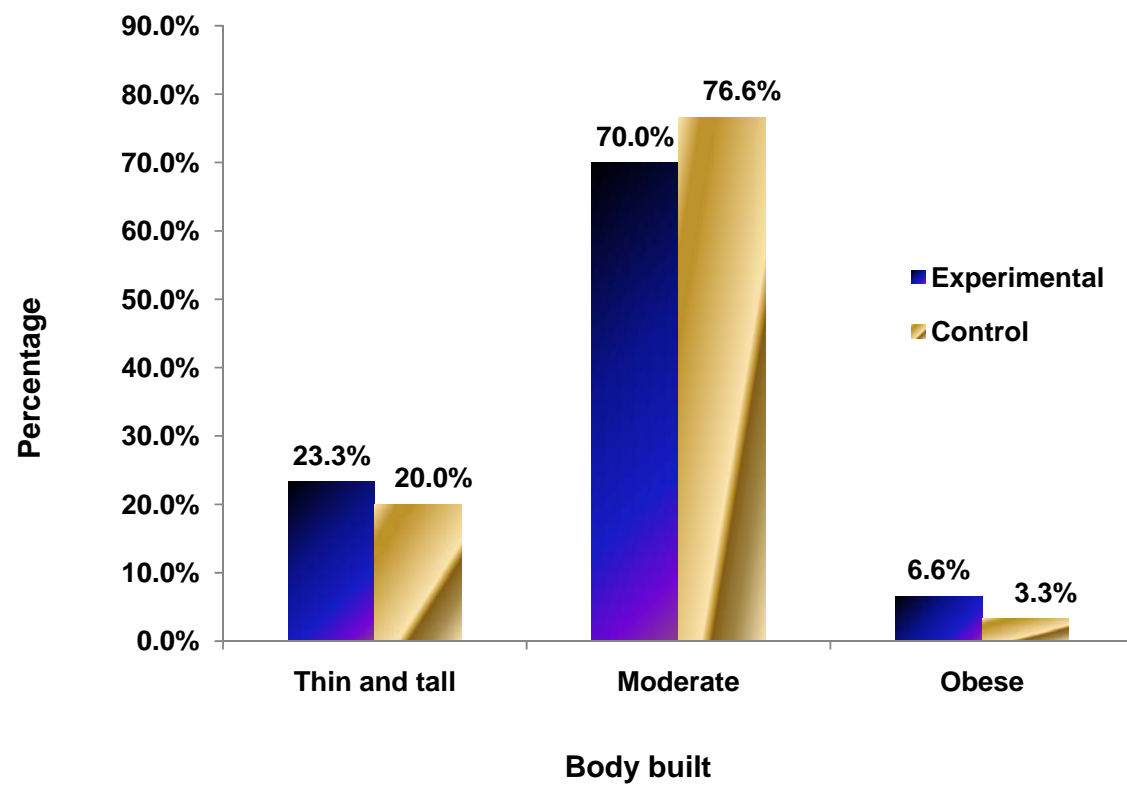


Figure: 6 Bar diagram depicting percentage distribution of selected subjects regarding their body built

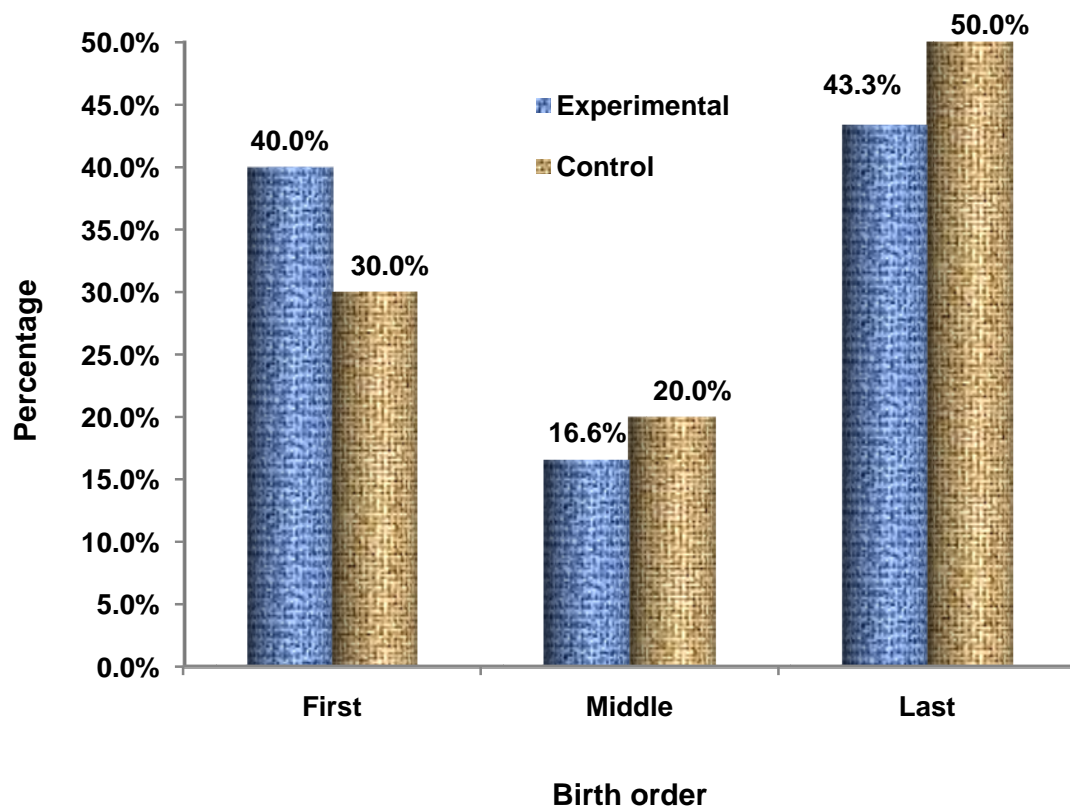


Figure : 7 Bar diagram depicting percentage distribution of selected subjects regarding their birth order

Section: II

This section deals with the distribution of mean score and standard deviation of the pre and post tested level of the self esteem in the experimental and control groups.

Table-2

Distribution of mean scores and standard deviation of pre and post tested level of self esteem in the experimental and control

N=60

Group	Number	Pre test		Post test	
		Mean	SD	Mean	SD
Experimental group	30	12.63	1.967	18.53	1.857
Control group	30	12.03	1.862	12.06	1.842

The above table depicts that the pre tested mean score of the self esteem level in the experimental group was 12.63 ± 1.967 and for the control group the mean score was 12.03 ± 1.862 . The post tested mean score for the experimental group was 18.53 ± 1.857 and for the control group the mean

score was 12.06 ± 1.842 . This table reveals that pre tests were more or less equal in experimental and control group and there is a vast difference in the post tested mean scores among both groups.

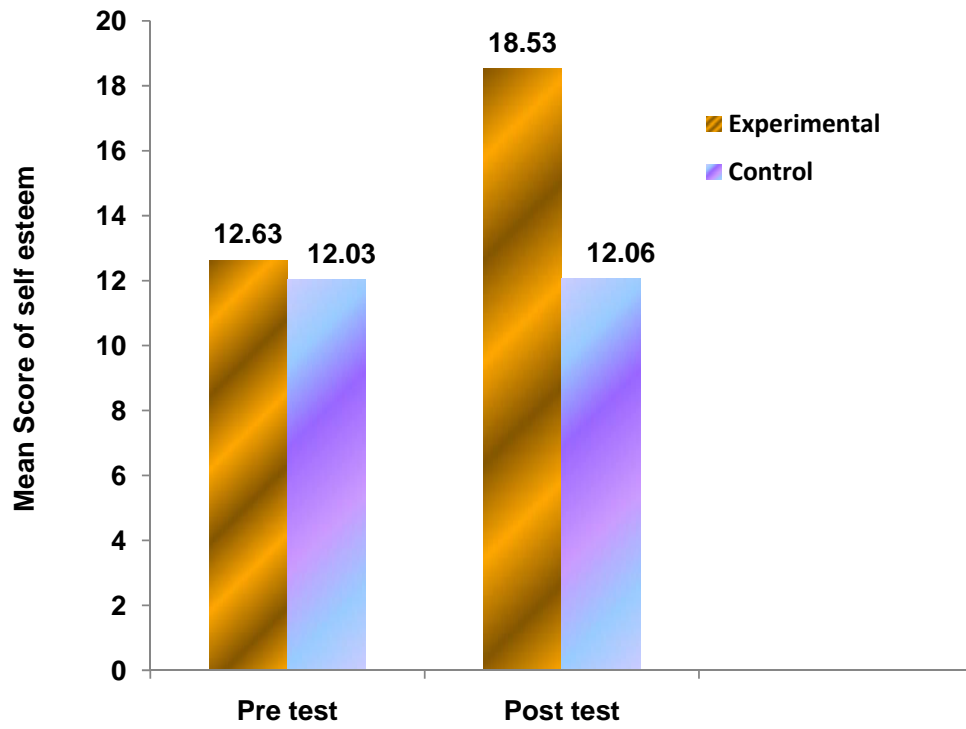


Figure.8 Pre and post test difference of self esteem in experimental and control group

Section: III

This section deals with the comparison of the pre and post tested level of self esteem within the experimental group and within the control group.

Table -3

Comparison of pre and post tested level of self esteem within the experimental group and the same within the control group.

N=60

Group	N	Pre test		Post test		't'test value	df	Significance
		Mean	SD	mean	SD			
Experimental group	30	12.63	1.967	18.53	1.857	17.3	29	P<0.05
Control group	30	12.03	1.862	12.06	1.842	0.494	29	p>0.05

The above table shows that the pre and post tests within the experimental group were compared by paired 't' test i.e., 17.3 with df 29 and $p < 0.05$, which shows more significant. The same of the control group shows the 't' value is 0.494 with df 29 and $p > 0.05$, which shows insignificant. The table reveals the effectiveness of self esteem enhancement programme done for the low self esteemed adolescents.

Section: IV

This section deals with the comparison of post tested level of self esteem among the experimental and in control groups.

Table -4

Comparison of post tested level of self esteem among the experimental and control groups.

N=60

Sl.no	Group	Mean	SD	't' test value	df	Significance
1	Experimental group	18.53	1.857	15.74	58	P<0.05
2.	Control group	12.06	1.864			

The above table shows that the post tested mean scores of self esteem level among the experimental and control groups were compared by student 't' test, i.e., 15.74 with df 58 and $p < 0.05$ which reveals that there is much significant effectiveness of self esteem enhancement programme in improving the self esteem of adolescents.

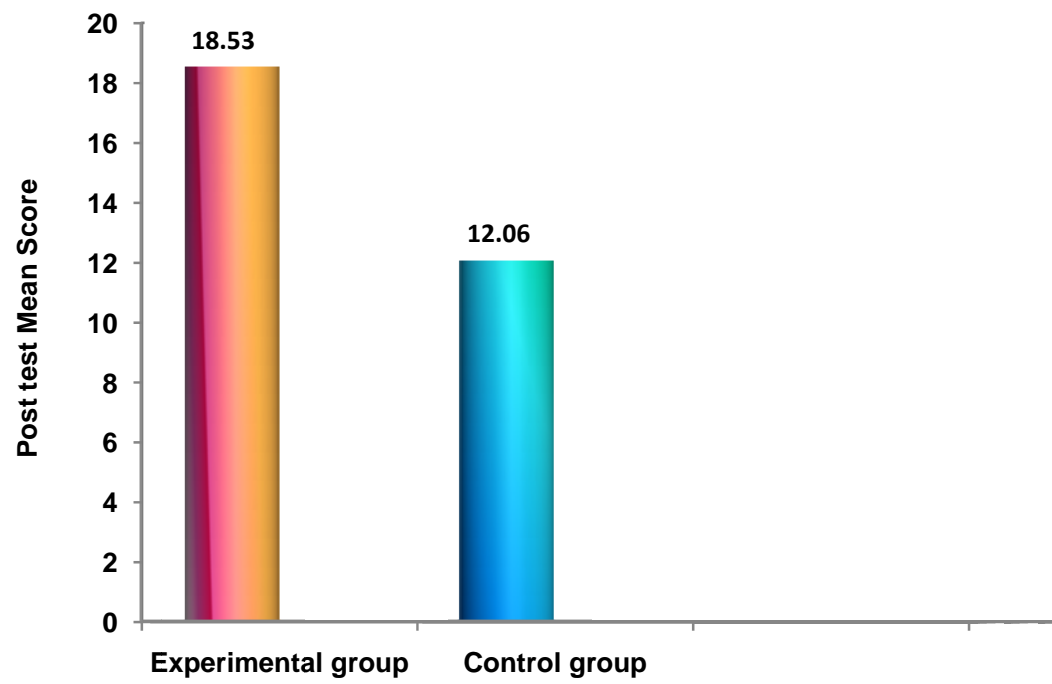


Figure.9 Post test mean score of self esteem in experimental and control groups.

Section-V

This section deals with the association between pre tested low self esteem of selected subjects in experimental and control groups and their selected demographic variables.

Table -5

Association between pre tested low self esteem and demographic variables.

N=60

Demographic variables	Median score of pre tested low self esteem	df	Chi-square (χ^2)
Gender		1	1.21
Type of family		1	0.208
Family structure	13	4	3.243
Body built		2	3.421
Birth order		2	2.09

The above table shows that the median score of pre tested self esteem for both experimental and control groups was 13. Which was associated with

the selected demographic variables using chi-square test. The chi-square value of gender association was 1.21 with df 1, type of family was 0.208 with df , family structure was 3.243 with df 4, body built was 3.421 with df 2 and birth order was 2.09 with df 2. This table reveals that there was no significant association of low self esteem with the selected demographic variables.

CHAPTER V

RESULT AND DISCUSSION

This study was conducted to evaluate the effectiveness of self esteem enhancement programme in increasing self esteem of selected low self esteemed adolescents. A quasi experimental design with two group pre and post tests were used for the study. The result and discussion of the study were based on the findings obtained from the statistical analysis. To find out the effectiveness of the programme, the student paired 't' test was adopted and to find out the association between demographic variables and pretested low self esteem, the chi-square test was used.

Discussion on the study findings

The discussion on the study findings are based on the study objectives formulated by the investigator.

I. Demographic data

1. Gender wise distribution shows that 38.35% of selected adolescents were males and 61.65% were females in both experimental and control groups.
2. 58.3% of adolescents were from nuclear family and the remaining 46.7% were from joint family.

3. Regarding the family structure 8.3% of the selected adolescents were with single parent, 4.95% had separated parents, 3.3% had divorced parents and the remaining 83.3% had the parents living together.
4. In respect of their body built, 21.65% were thin and tall, 73.3% were moderately built and the remaining 4.95% were obese adolescents.
5. Regarding their birth order 35% of the selected adolescents were first born child, 18.3% were middle born child and the remaining 46.65% were last born child.

II. Establishment of experimental and control groups with low self esteemed adolescents based on the pre tested level of self esteem among the adolescents in the selected high schools.

A pre test was done using Rosenberg self esteem scale among the adolescents between the age group of 13 to 15 years studying in 8th, 9th and 10th standards in two selected Government high schools. As per the pre test value 30 students from the first school were assigned in the experimental group and from the second school 30 students were assigned in control group. The mean score of self esteem in experimental group was 12.63 ± 1.967 and in control group the mean score was 12.03 ± 1.862 . This reveals that pretests were more or less equal in both experimental and control groups.

III. Post tested level of self esteem in both experimental and control groups after implementing self esteem enhancement programme to the experimental group only and nothing to the control group.

A post test was done for both the groups after implementing self esteem enhancement programme only to the experimental group and nothing to the control group using the same Rosenberg self esteem scale. The test result revealed that, in the experimental group the post test mean score was 18.53 ± 1.857 and in the control group the post test mean score was 12.06 ± 1.842 .

IV. Evaluation of the effectiveness of programme in increasing the self esteem of the selected low self esteemed adolescents by comparing pre and post assessments between the experimental and control groups.

With the view of previous objectives the investigator had compared the pre and post tested level of self esteem of the selected low self esteem adolescents with their consecutive mean values and the test of significance. It revealed that there is a significant difference between the pre and post tested level of self esteem in experimental group. The 't' test value was 17.3, df (29) and $p < 0.05$.

The post tested level of self esteem in experimental and control groups were compared and the 't' test value was 15.74, df (58) and $p < 0.05$. This indicates the effectiveness of self esteem enhancement programme done for the low self esteemed adolescents.

VI. Association of the pre tested level of low self esteem among the selected adolescents with their selected demographic variables.

The investigator had selected demographic variables of the adolescents with low self esteem such as gender, family type, family structure, body built and birth order to relate to the pre tested level of self esteem of those adolescents which was found to be insignificant.

By summing up all the results and the above differences, the first two hypotheses were proved. That is there is a significant increase in the level of self esteem among the adolescents in the experimental group after implementing self esteem enhancement programme (H_1) and there is a significant difference in the level of self esteem between the experimental and control groups after conducting a self esteem enhancement programme for the experimental group only and nothing to the control group (H_2). The research hypothesis H_3 was not proved to be significant due to inadequate sample size.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This chapter presents the summary of the study conducted, nursing implications of the study findings, limitations of the study conducted, recommendations for future research in this field and conclusion.

Summary

This study was undertaken to evaluate the effectiveness of self esteem enhancement programme in improving the self esteem among the selected low self esteemed adolescents with the following objectives.

Objectives of the study

1. To establish the experimental and control groups with low self esteemed adolescents based on the pre test on level of self esteem among the adolescents in the selected high schools.
2. To post assess the self esteem level of the selected low self esteemed adolescents in both experimental and control groups after implementing self esteem enhancement programme to the experimental group only and nothing to the control group.
3. To evaluate the effectiveness of programme in increasing the self esteem of the selected low self esteemed adolescents by comparing

pre and post assessments between the experimental and control groups.

4. To determine the association of the pre tested low self esteem among the selected adolescents with their demographic variables such as gender, family type, family structure, order of birth and body built.

Based on the objectives hypotheses were formulated by the investigator.

Hypotheses

H₁. There is a significant increase in the level of self esteem among the adolescents in the experimental group after implementing self esteem enhancement programme.

H₂. There is a significant difference in the level of self esteem between the experimental and control groups after conducting a self esteem enhancement programme for the experimental group only and nothing to the control group.

H₃. There is a significant association o the pre tested low self esteem among the adolescents with their demographic variables such as gender, family type, family structure, order of birth and body built.

A modified theory of Von Bertalanffy was used as a conceptual model consisting of input, throughput and output systems.

The study has adopted quasi experimental research design with two group pre and post tests. 60 samples were selected for the study from the two Government high schools by purposive sampling technique and assigned 30 in experimental group and 30 in control group after having assessed their self esteem by Rosenberg self esteem scale. The experimental group was implemented with self esteem enhancement programme for consecutive 4 days and nothing was done for the control group. After a week a post test was done on their self esteem in both groups using the same Rosenberg self esteem scale.

The study findings revealed that there was a significant difference among the pre and post tests done within the experimental group but no difference was significant within the control group, which shows the effectiveness of the programme. The association of pretested self esteem with their demographic variables such as gender, family type, family structure, body built and birth order was found to be insignificant, which could be due to the less number of samples.

Implications

The findings of the study reveal the effectiveness of self esteem enhancement programme in improving the self esteem level and it can be implied in nursing practice, nursing education, nursing research and in nursing administration.

Nursing practice:

Self esteem has a vital role in regularizing the behavioral pattern of children and adolescents. So this self esteem enhancement programme can be implemented in the pediatric units especially in the child psychiatry unit as a routine intervention by the nurses.

Nursing education:

Today's advanced education in nursing prepares the student nurses to take independent decision based on the principles of health care.

This programme can be integrated in the child health nursing curriculum of nursing programmes, so that the students can implement this programme for their clients during their clinical experience. An in- service education can be conducted on self esteem enhancement programme for the nurses in the pediatric units so that they will be aware of the outcome of the programme and implement it in their units.

Nursing research:

There is need for extensive and intensive research in this area. It is the responsibility of the nurse researcher to plan and conduct a study in their units to find out the effectiveness of self esteem enhancement programme as well as in the community by the community health nurse for the children at

different stages of development. So that they can feel good and valued by the world in which they live.

Nursing administration:

The nurse administrator is responsible for preparing protocols for the nurses on self esteem enhancement programme in the children's ward to make it as a routine intervention.

Limitations

- ❖ Period was much shorter for the detailed data to be collected.
- ❖ Study could be conducted only during the class free hours, so that the investigator had to go back to the setting again on the same day.
- ❖ The programme could not be conducted on continuous four days due to the school tour programme on a day in between.

Recommendations

- ❖ The study can be done for a long term basis to produce more outcomes.
- ❖ The same study could be replicated for each stage of development in children separately in different schools. Such studies can be conducted in private schools too.
- ❖ The study can be done to assess the deviant behaviors among adolescents due to low self esteem.

- ❖ The study can be done for a larger size of samples, for more generalizability.

Conclusion

The study has concluded that the adolescents who had undergone self esteem enhancement programme showed significant increase in the level of their self esteem where as no changes were identified in the control group after the post test of self esteem. This shows the children need some kind of self esteem enhancement activities during each stage of their development to improve their self esteem, which may internally enhance their academic performance.

At the end of the study the investigator had implemented self esteem enhancement programme for the control group also without any further assessment. All the subjects were cooperative throughout.

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APPENDIX - I

**P.R.S. HOSPITAL**

Killippalam, Thiruvananthapuram - 695 002, Phone: 0471-2344443, 2344442
 Fax: 0471-2345358 E-mail : admin@prshospital.com, website: www.prshospital.com

**CERTIFICATE**

This is to certify that Ms. Anupa Ani Sam , second year M.Sc(N) student of
 Mookambika College of Nursing, Kulasekharam has undergone training for
 Self Esteem Enhancement Programme under my guidance and supervision from
 01.06.2011 to 30.06.2011 at PRS Hospital.

Preetha P. Nair



PREETHA. P. NAIR
 M.A., M.Phil, PGCTE, PGD-CAPC, PGCC
 CONSULTANT PSYCHOLOGIST
 P.R.S. HOSPITAL, TRIVANDRUM

APPENDIX II

GOVT.HIGH SCHOOL

THIRUVARAMBU, K.K DISTRICT

CERTIFICATE

This is to certify that Ms.Anupa Ani Sam, 2nd year MSc.Nursing student of Sree Mookambika College Of Nursing conducted four days self esteem enhancement programme for the high school students. in our institution.



04-08-2011
 HEADMASTER
 GOVT HIGH SCHOOL
 THIRUVARAMBU 629 188
 K. K. DIST.

GOVT. HIGH SCHOOL

ARUMANAI, K.K. DISTRICT

CERTIFICATE

This is to certify that Ms. Anupa Ani Sam, 2nd year MSc. Nursing student of Sree Mookambika College Of Nursing conducted four days self esteem enhancement programme for the high school students in our institution.



[Signature]
24/08/11
Headmaster
Govt. Higher Secondary School
Arumani - 629 151
Kanyakumari District
[Signature]
24/08

APPENDIX III
DESCRIPTION OF THE TOOL

SECTION –A

DEMOGRAPHIC VARIABLES

1. Gender
 - a. Male
 - b. Female

2. Type of family
 - a. Nuclear
 - b. Joint

3. Family structure
 - a. Single parent
 - b. Separate
 - c. No parents
 - d. Living together
 - e. Divorce

4. Birth order
 - a. First
 - b. Middle
 - c. Last

5. Body built
 - a. Thin and tall
 - b. Moderate
 - c. Obese

SECTION - B

Rosenberg Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree SD.

1. On the whole, I am satisfied with myself.

SA -A -D -SD

2. At times, I think I am not good at all.

SA -A -D -SD

3. I feel that I have a number of good qualities.

SA -A -D -SD

4. I am able to do things as well as most other people.

SA -A -D -SD

5. * I feel I do not have much to be proud of.

SA -A -D -SD

6. * I certainly feel useless at times.

SA -A -D -SD

7. I feel that I'm a person of worth, at least on an equal plane with others.

SA -A -D -SD

8. * I wish I could have more respect for myself.

SA -A -D -SD

9. * All in all, I am inclined to feel that I am a failure.

SA -A -D -SD

10. I take a positive attitude toward myself.

SA -A -D -SD

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self-esteem. Scores below 15 suggest low self-esteem.

$$,rd\mathbb{L}i\mathcal{P}^{\circ}]^{\circ}d\mathbb{L}\mathcal{P}d\mathcal{J}^{\circ}\hat{u}\mathcal{P}V^{\circ}d\mathbb{L}\mathcal{U}_m$$

1. $\mathbb{C}/_m$

$\mathcal{A}) \quad \mathcal{B}i$

$\mathcal{B}) \quad \hat{u}Ti$

2. $\mathcal{J}\acute{O}_mT_m$

$\mathcal{A}) \quad \mathcal{R}_{2d}\mathcal{J}\acute{O}_mT_m$

$\mathcal{B}) \quad \acute{a}h\acute{O}_d\mathcal{J}\acute{O}_mT_m$

3. $\mathcal{J}\acute{O}_mT\mathcal{A}\hat{u}\mathcal{U}l_{\times}$

$\mathcal{A}) \quad \mathcal{R}_{\hat{e}n}\mathcal{A}_pX\hat{O}\mathcal{R}_{\hat{u}}\mathcal{R}\mathcal{U}h\acute{O}_m$

$\mathcal{B}) \quad \hat{u}Tt\acute{u}\backslash\hat{e}o\hat{u}\mathcal{N}ck\hat{O}\mathcal{Y}_{\hat{e}r}/\backslash\hat{e}oLs$

$\mathcal{C}) \quad {}^{\circ}\mathcal{Y}_{\hat{e}}LW_j\hat{O}\hat{u}\mathcal{N}n\hat{O}\hat{u}L\hat{e}i\mathcal{P}\hat{u}Tt\acute{u}\backslash\hat{e}oLs$

$\mathcal{D}) \quad \hat{u}Tt\acute{u}\backslash\hat{e}oLs\mathcal{C}p\hat{u}X.$

$\mathcal{E}) \quad \mathcal{U}\hat{e}t\backslash\hat{e}k\mathcal{R}L/Tu/\mathcal{U}\hat{e}t\backslash\hat{e}k\mathcal{R}_{\hat{e}n}$

4. $\mathbb{E}\mathcal{P}_p\mathcal{A}\hat{u}\mathcal{U}l_{\times}$

$\mathcal{A}) \quad \hat{u}\mathcal{U}\text{-}k\mathcal{R}\mathbb{E}T^{\circ}W\Phi_s/[\mathbb{E}\mathcal{P}X\hat{u}\mathcal{U}l_{\times}$

$\mathcal{B}) \quad \mathcal{S}\acute{O}_j\mathcal{R}W^{\circ}U_{\hat{e}}/$

$\mathcal{C}) \quad \mathcal{T}\mathcal{U}\mathcal{U}/\hat{e}/$

5. ${}^{\circ}V_{\times}\mathcal{Y}\text{-}\hat{u}\mathcal{N}$

$\mathcal{A}) \quad \Phi\mathcal{R}_p$

B) $\mathcal{C}\hat{u}\mathcal{P}$

C) $\mathcal{L}\hat{u}\mathcal{P}\mathcal{K}$

$\mathcal{J}^{\pm}I \times \mathcal{L}_s$

$\mathcal{E}u\hat{u}/I\mathcal{T}^{\pm}\mathcal{V}\hat{u}\mathcal{T}\hat{o}\hat{\mathcal{O}}\mathcal{Y}_{\hat{e}}/\mathcal{E}\mathcal{E}\mathcal{U}\hat{\mathcal{L}}\hat{u}/\acute{a}\phi m\hat{u}\mathcal{N}\hat{o}\hat{t}\hat{u}\backslash\hat{o}\mathcal{P}\hat{o}\mathcal{L}_s, \acute{u}\mathcal{Z}\hat{u}\mathcal{L}\hat{o}\hat{\mathcal{O}}\hat{d}\mathcal{L}\mathcal{T}\mathcal{h}\hat{\mathcal{O}}_s/].$
 $\mathcal{C}\hat{u}\mathcal{R}\mathcal{A}\mathcal{S}\mathcal{L}\mathcal{U}\hat{o}\mathcal{L}\mathcal{J}\mathcal{P}\hat{\mathcal{O}}\hat{d}\hat{u}\mathcal{L}\hat{o}s\mathcal{T}\mathcal{Y}\mathcal{W}\hat{o}\mathcal{L}\mathcal{T}\mathcal{U}\hat{k}\mathcal{R}\hat{e}p\text{ SA } \mathcal{G}u\mathcal{P}\mathcal{G}\mathcal{Y}\mathcal{P}\hat{\mathcal{O}}\hat{d}\mathcal{L}\hat{u}/\mathcal{Y}\mathcal{h}\mathcal{P}^*\mathcal{P}\mathcal{U}m.$
 $\mathcal{C}\hat{u}\mathcal{R}\mathcal{H}\mathcal{t}\mathcal{P}\hat{o}\hat{d}\hat{u}\mathcal{L}\hat{o}s/\acute{u}\mathcal{u}\mathcal{G}u\backslash\hat{e}p\text{ A } \mathcal{G}u\backslash\mathcal{G}\mathcal{Y}\mathcal{J}\hat{u}\mathcal{R}\mathcal{Y}\mathcal{h}\mathcal{P}^*\mathcal{P}\mathcal{U}m. \mathcal{C}\hat{u}\mathcal{R}\mathcal{H}\mathcal{t}\mathcal{P}\hat{o}\hat{d}\hat{u}\mathcal{L}\hat{o}s/\mathcal{P}\hat{u}\mathcal{X}$
 $\mathcal{G}u\backslash\hat{e}p\text{ D } \mathcal{G}u\backslash\mathcal{G}\mathcal{Y}\mathcal{J}\hat{u}\mathcal{R}\mathcal{Y}\mathcal{h}\mathcal{P}^*\mathcal{P}\mathcal{U}m. \mathcal{C}\hat{u}\mathcal{R}\mathcal{A}\mathcal{S}\mathcal{L}\mathcal{U}\hat{o}\mathcal{L}\mathcal{H}\mathcal{t}\mathcal{P}\hat{o}\hat{d}\hat{u}\mathcal{L}\hat{o}s/\mathcal{P}\hat{u}\mathcal{X}\hat{u}\mathcal{V}\hat{u}\backslash\hat{e}p\text{ SD }$
 $\mathcal{G}u\backslash\mathcal{G}\mathcal{Y}\mathcal{J}\hat{u}\mathcal{R}\mathcal{Y}\mathcal{h}\mathcal{P}^*\mathcal{P}\mathcal{U}m.$

1. $\mathcal{O}\mathcal{Y}\hat{u}\mathcal{U}\mathcal{V}\hat{o}\mathcal{L}\mathcal{G}/\hat{d}\mathcal{J}\hat{o}\hat{u}/\mathcal{S}\mathcal{U}\mathcal{I}\mathcal{S}\mathcal{U}\hat{u}\mathcal{P}\mathcal{V}\mathcal{Y}/\hat{o}\ll\mathcal{U}\hat{d}/\acute{u}\mathcal{u}.$

SA – A – D – SD

2. $\mathcal{G}\mathcal{u}\mathcal{T}\hat{o}\hat{\mathcal{O}}\hat{u}\mathcal{U}\mathcal{D}\hat{o}u\mathcal{S}p\mathcal{X}\mathcal{Y}\mathcal{P}\hat{u}\mathcal{X}\mathcal{G}u\mathcal{P}\mathcal{L}\mathcal{X}\acute{u}\mathcal{Y}\hat{u}/\mathcal{L}^{\circ}p\text{ ``}\hat{u}/\hat{d}/\acute{u}\mathcal{u}.$

SA – A – D – SD

3. $\mathcal{D}\hat{o}u\mathcal{T}\mathcal{X}\mathcal{S}p\mathcal{X}\mathcal{R}\mathcal{y}\hat{u}\mathcal{U}\mathcal{L}\mathcal{P}\hat{u}\mathcal{P}\mathcal{V}\mathcal{Y}/\hat{o}\ll\mathcal{U}\hat{d}/\acute{u}\mathcal{u}\mathcal{G}u\mathcal{P}\mathcal{E}\mathcal{E}/\acute{u}\mathcal{u}.$

SA – A – D – SD

4. $\hat{u}\mathcal{T}\mathcal{U}m\mathcal{T}\hat{o}\mathcal{X}\hat{o}/\mathcal{U}\hat{t}\backslash\mathcal{Y}\hat{o}\mathcal{L}\hat{u}/\acute{u}\mathcal{T}\hat{e}p\mathcal{D}\hat{o}u\mathcal{L}\hat{o}-\mathcal{V}\hat{o}\mathcal{L}\hat{u}/\hat{u}\mathcal{N}\mathcal{V}\mathcal{R}\mathcal{J}\mathcal{S}\mathcal{U}\hat{u}\mathcal{P}\mathcal{V}\mathcal{Y}\mathcal{u}$

SA – A – D – SD

5. $\hat{u}\mathcal{T}\mathcal{U}\hat{u}\mathcal{U}\hat{u}\mathcal{L}\hat{o}s/\mathcal{J}\mathcal{R}\hat{d}\mathcal{L}\mathcal{R}\hat{e}\mathcal{L}\mathcal{G}u\mathcal{P}\mathcal{J}\mathcal{S}p\mathcal{A}\mathcal{S}\mathcal{L}\mathcal{P}\hat{u}\mathcal{X}\mathcal{G}u\mathcal{P}\mathcal{E}\mathcal{E}/\acute{u}\mathcal{u}..$

SA – A – D – SD

6. $\mathcal{L}\mathcal{X}\acute{u}\mathcal{Y}\hat{u}/\mathcal{L}^{\circ}p\mathcal{D}\hat{o}u\mathcal{T}\mathcal{V}/\hat{t}\backslash\mathcal{Y}\mathcal{u}\mathcal{G}u\mathcal{P}\mathcal{E}\mathcal{E}/\acute{u}\mathcal{u}.$

SA – A – D – SD

7. $\mathcal{J}\hat{u}\backslash\mathcal{k}\mathcal{R}\mathcal{A}/\mathcal{U}\mathcal{U}\hat{t}\backslash\mathcal{Y}\hat{o}\mathcal{L}\mathcal{P}\hat{d}\mathcal{J}\mathcal{N}\mathcal{U}\mathcal{U}\hat{o}\mathcal{L}\mathcal{D}\hat{o}u\mathcal{E}\mathcal{E}/\acute{u}\mathcal{u}.$

SA – A – D – SD

8. $\mathcal{D}\hat{o}u\mathcal{A}\mathcal{S}\mathcal{L}\mathcal{U}\mathcal{S}/\hat{u}\mathcal{P}\mathcal{V}\mathcal{Y}/\hat{o}\mathcal{L}\mathcal{T}\mathcal{U}\hat{k}\mathcal{S}\mathcal{U}\hat{d}\mathcal{L}\mathcal{X}\hat{e}m\mathcal{G}u\mathcal{P}^*\mathcal{U}m\times/\acute{u}\mathcal{u}.$

SA – A – D – SD

9. $\hat{u} \mathcal{U} \hat{e} j \mathcal{R} \hat{i} \mathcal{S} p \mathcal{D} \hat{o} u \mathcal{J} \mathcal{U} \hat{u} \mathcal{R} \hat{e} p^* \mathcal{V} \hat{o} j \mathcal{Y} u \mathcal{G} u \setminus \mathcal{L} \mathcal{G} \hat{e}^* t \mathcal{J} \mathcal{U} \setminus \hat{u} \mathcal{R} \hat{u} \mathcal{N} \mathcal{U} \hat{e} \mathcal{O} \setminus \hat{u} \setminus u.$

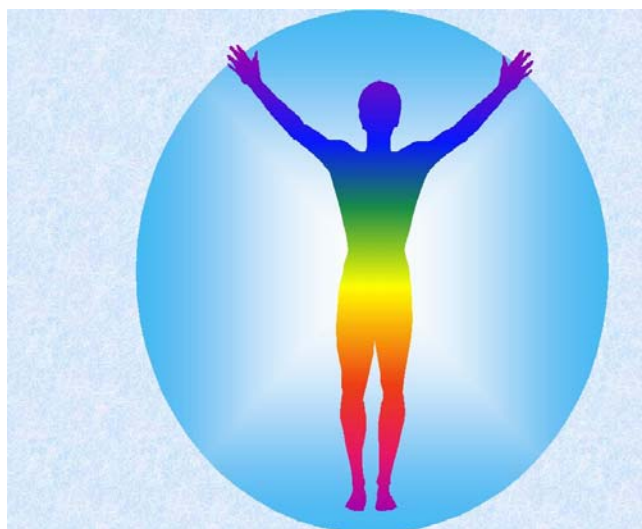
SA – A – D – SD

10. $\mathcal{G} u \hat{u} \setminus \mathcal{I} \mathcal{I} t^{\pm} \mathcal{V} \hat{u} \mathcal{D} \hat{o} \mathcal{U} \hat{u} \setminus \mathcal{V} \hat{o} j \mathcal{U} \setminus \mathcal{I} \hat{o} u \hat{u} \mathcal{U} \hat{u} \mathcal{V} \mathcal{G} \mathcal{O} j \mathcal{O} \hat{d} \hat{u} \mathcal{L} \hat{e} s \setminus \hat{u} \setminus u.$

SA – A – D – SD

APPENDIX IV

SELF ESTEEM ENHANCEMENT PROGRAMME



SELF ENHANCEMENT PROGRAMME

Self esteem is an important part of a child's life. Self esteem enhancement programme is a short term teaching schedule that includes four sessions related to self esteem in the form of lecture, discussion, role play and narration for consecutive four days.

SESSION I

Lecture on self esteem (90 Minutes)

It includes definition of self esteem , importance of self esteem, difference between low and high self esteem and tips to improve self esteem.

SESSION II

Discussion on self esteem among the participants (45 Minutes)

The participants were involved in group discussion using questions related to self esteem.

SESSION III

Role play (45 Minutes)

The participants were asked to act out the type of behaviors that are found to be someone is hiding a low self esteem.

SESSION IV

Narration by the participants (90 Minutes)

Participants were asked to write their ideas on self esteem and to share their work.

SESSION II

Discussion among the participants

Teacher encourages the students to participate in discussion and solve the questions on self esteem.

QUESTIONS ON SELF ESTEEM FOR DISCUSSION

1. What do you think the relationship between the self esteem and becoming and involved with drugs, alcohol or a potentially hard crowd at school?
2. Do you think that a person with high self esteem or low self esteem would be more likely to do these things?

(Give reasons to support ideas.)

3. Do you have a friend who has low self esteem: what are the some signs of low self esteem and what could you do to help your friend to raise his or her self esteem?

SESSION III

Participants were volunteered to act out the types of behaviours that are found to be someone is hiding a low self esteem.

Introduction to the Topic—Role play

You will need six volunteers to participate. They will need to know their roles before the assembly starts.

To begin this assembly, you are going to dramatize a classroom situation. One volunteer is the teacher. He/she gives to the students a difficult assignment. The other five volunteers will play the role of students. Each of them will illustrate through their actions, one coping strategy that may indicate low self-esteem: Quitting, Avoiding, Cheating, Clowning, and Aggression.

A sample script is provided here. Have the students seated in chairs facing the audience, in a row.

Sample script for opening:

Teacher: Okay class, you know there's a big test tomorrow and you need to get ready for it. Here's an example of the kind of question you're going to have to do. (Depending on the age level of students, have the teacher describe a fairly difficult question for the students to do.) Please get started right now. (Teacher hands out papers to students.)

Student #1—(Looks at paper. Turns it upside down and right side up.) There's no way I can do this. I'm dead! (Crumples up paper and puts head down on desk).

Student #2—(Raises hand). Mr/Ms_____ can I please go to the bathroom?

Student #3—(Looks at assignment, then leans over and starts to copy from the student next to him/her).

Student # 4—(Looks at assignment and shakes his/.her head, then leans over and pokes student next to him/her and makes a face. Student makes a paper airplane out of his/her assignment and throws it.)

Teacher to Student #4 - _____ have you finished?

Student #4—(in a joking voice) Just getting right on it Sir/Madam. (The other students laugh.)


Student # 5—(angrily) Shut-up! How can I work when everyone is so loud! This is a stupid assignment anyway! (Throws paper down and angrily leaves.)


Thank the volunteers for their presentation.

Say: Each of these students was showing one way of responding to problems when a person feels overwhelmed. If we are going to be able to help others, it helps if we are aware that these behaviors often hide the real issue—poor self-esteem. A person may respond by: Quitting, Avoiding, Cheating, Clowning or becoming Aggressive. After all, it is safer to be thought of as funny or tough than to be thought of as worthless.

SESSION IV

Narration on self esteem by the participants

 Participants were asked to identify the activities that they could do at home, school, and for themselves that would raise their self esteem.

 The students were asked to define self esteem and write their ideas. Ask the student to take the information they learn out and create a short essay on themselves.

 The students were asked to share their works.

SESSION –I
LECTURE ON SELF ESTEEM

TEACHING MODULE

Topic	:	Self Esteem
Group	:	High school students
Time/ duration	:	90 minutes
Teaching method	:	Lecture cum discussion
A.V. Aids	:	Posters, flashcards, handouts

General Objective

On completion of the teaching on self esteem enhancement the adolescents (high school students) will earn the ability to gain, maintain and improve their self esteem.

Specific objectives


At the end of the enhancement programme the students are able to:

- define self esteem
- discuss the importance of self esteem


- differentiate high self esteem and low self esteem
- practice the tips of self esteem enhancement


Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>Introduction</p> <p>We all have a mental picture of who we are, how we are, how we look, what we are good at and what our weakness might be. We develop this fact over time, starting when we are very young kids. The term self image is used to refer a person's mental picture of himself or herself. A lot of our self image is based on interactions we have with other people and our life experiences. This mental picture (our self image) contributes to our self esteem.</p>	5mts	Teacher introduces the topic.	

Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation


define self esteem	<p>Definition</p> <p>Self esteem refers to the way we see and think about ourselves.</p> <p>OR</p> <p>The term self-esteem is used to describe a person's overall sense of self-worth or personal value.</p> <div data-bbox="640 933 982 1256">  </div>	5mts	<p>Teacher defines self esteem with the help of a poster.</p> <p>Students listen the class.</p>	What do you mean by self esteem?
Specific	Content	Time	Teaching	Evaluation

objectives			learning activity (A.V. Aids)	
discuss the importance of self esteem.	<p>Importance of Self Esteem</p> <ul style="list-style-type: none"> - Self esteem is crucial and is a cornerstone of a positive attitude towards living. - Self esteem is very important because it affects how you think, out and even how you relate to other people. - Self esteem allows you to live to your potential - It has direct bearing on your happiness and well being. 	10mts	<p>Teacher explains the importance of self esteem with the help of flash cards.</p> <p>Students listen actively</p>	What is the importance of maintaining a good self esteem in our life.

				
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
differentiate high self	<u>Difference between low and high self esteem</u> <u>Low self esteem</u>	20mts	Teacher explains the	


esteem and low self esteem.			difference between low self esteem and high self esteem with poster.	
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	It is perhaps but described as having a low opinion on one self or feelings of being worthless.	30mts		What are the characteristics

	<p>It can surface in thoughts and in feelings and will often appear to manifest physically in body postures, actions and health.</p> <p>Impact of low self esteem</p> <ul style="list-style-type: none"> - They don't believe in themselves - They see themselves failing before they begin - They believe they can never be good as they should be or as others - They are dissatisfied with their lives. - They spent most of their time alone - They worry about everything and do nothing 		Students actively listen the class	of a person with low self esteem?
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation

	<u>High Self Esteem</u> 			
Specific objectives	Content	Time	Teaching learning activity (A.V.	Evaluation

			Aids)	
	<p>High self esteem refers to a highly favorable global evaluation of the self.</p> <p>If you have high level of self esteem you will be highly motivated and have the right attitude to succeed.</p> <p>Effect of High self esteem</p> <ul style="list-style-type: none"> - They like to meet new people - They don't worry about how others will judge them - They have the courage to express themselves - Their lives are enriched with each new encounter - They are nicer to be around - They are magnets to positive opportunities 			<p>What are the characteristics of a person with high self esteem?</p>

Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
practice the tips of self esteem enhancement in daily life.	<p>Tips to Improve self esteem (Self Esteem Enhancement Tips)</p>	45mts	<p>Teacher explains the tips to improve self esteem enhancement with the help of hand out and instructs the students to practice the tips.</p>	

				
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	Self esteem is developed as you are growing up and is affected by the messages you receive from parents and peers. We			

	<p>usually carry the messages we have learned as children into our adult lives. However you can improve your self esteem at any time of your life. Just remember their chance takes time and work. Be patient with yourself. Here are some strategies for enhancing your self esteem.</p> <p>1. Identify your self defeating thought patterns and work towards changing them.</p> <ul style="list-style-type: none"> ➤ All or Nothing thinking. “I am a total failure when my performance is not perfect”. ➤ Magnification of Negative minimization of positive. <p>Expecting that things always go wrong is a common attitude. A single negative detail piece of criticism or comment colors all.</p>		Students listen the class.	How do you improve your self esteem
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation

	<p>➤ Overemphasis of “should” statements</p> <p>“Should” distract us from identifying and fulfilling our own needs, abilities, interests and personal goals. “Should” statements are often perfectionist and reflective of others’ expectations rather than our own</p> <p>➤ Labeling</p> <p>Instead of saying “I made a mistake and I can learn from that” saying; “I am a loser and it is all my fault” reality good things don’t count nearly as much as bad ones. “She didn’t say hi to me so nobody likes me”. “I got five A’s but one C really show my abilities”.</p> <p>➤ Jumping to conclusions</p> <p>Concluding things are had without are definite evidence.</p> <p>➤ Emotional Reasoning</p> <p>“I feel ugly/stupid/unpopular so it must be true”</p>			
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Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>➤ Difficulty Accepting Complements</p> <p>“You like this outfit? I think it makes me 100k fat”.</p> <p>2. Emphasize your strengths</p> <p>Give yourself credit for everything you try. By focusing on what you can do, you credit yourself for efforts rather than emphasizing and products. Accept current limitations and learn to live with them.</p> <p>3. Develop your skills</p> <p>Learn and practice the skills that you feel you are lacking and would add value to your life.</p> <p>4. Set realistic goals</p> <p>Establish goals on the basis of what you can realistically achieve. Break your goals down into small steps and then work towards completing each step. To strive always for perfectionaistic absolute</p>			


	goals such as “anything less than a 4 in school is unacceptable” – invites stress and failure			
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>5. Take risks</p> <p>Approach new experiences as opportunities to learn rather than occasion to win or lose. Expect to make mistakes as part of the process, don't be disappointed if you don't do things perfectly. Feel good about trying something new making progress and increasing your competence taking risks open up new possibilities and can increase your sense of self acceptance.</p> <p>6. Experience success</p> <p>Seek out and put yourself in situations in which the probability of success is high. Look for projects that stretch – but don't over which your abilities. How yourself to acknowledge and feel good about</p>			

	your successes.			
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>7. Use self talk</p> <p>Stop listening to your negative inner “critic” when you solve that you are doubting or judging yourself, tell yourself “stop” and substitute more reasonable, self accepting and supportive messages. For example when you catch yourself expecting perfection, remind yourself that is unrealistic for any one to do everything perfectly.</p> <p>8. Respect your own needs</p> <p>Recognize and take case it your own needs and wants first</p>			

	<p>identify what really fulfills you not just what is immediately gratifying. Respecting your deeper needs will increase your sense of worth and well being.</p> <p>9. Solve problems</p> <p>Don't avoid problems and don't stew over them. Face them, identify ways to solve them and out on your solutions.</p>			
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>10. Make decisions</p> <p>Practice making and implementing decisions. Trust yourself to make good decisions and to deal with the consequences.</p> <p>11. Be assertive</p> <p>This means looking after your own needs while being respectful of the needs of others.</p> <p>12. Rely on your own opinion of yourself</p>			

	<p>Evaluate feedback from others but do not rely on or put too much weight on their opinions. Depend on your own values in making decisions and deciding how you feel about yourself and what is right for you to do.</p> <p>13. Let go of the past of.....</p> <p>unhealthy relationships of anger you are holding onto</p>			
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>14. Love yourself</p> <p>Spend some time pampering yourself and treating yourself like your own best friends. Stop comparing yourself with others and accept yourself for who you are.</p> <p>15. Dress well</p>			

	<p>Well dressed appearance improves your self esteem knowingly or unknowingly. “There is only one person who can really improve your self esteem you!. You have the choice to move forward or stand still, to be positive or negative, to be happy or sad. You have only one life to live and the choice of how to live it is yours”.</p> <p>“Today is yours to make it whatever you want it to be ...”</p>			
Specific objectives	Content	Time	Teaching learning activity (A.V. Aids)	Evaluation
	<p>CONCLUSION</p> <p>“All are unique individuals. No one else is like you in the whole</p>			

	<p>world. This makes you special already”.</p> <p>Self esteem is all about how much you feel valued, loved, accepted and thought well of by others and how much we value, love and accept ourselves. People with healthy self esteem are able to feel good about themselves, appreciate their own worth and take pride in their abilities, skills and accomplishments.</p>  <p><small>vkimPhoto</small></p>			
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$R_{\mathbb{U}} \mathcal{U} S / \ast \quad T_{\pm} \mathcal{V} \quad R_{\mathbb{L}} P_{\mathbb{U}} P \mathcal{V} \quad G_i G_{\mathbb{L}} \hat{\mathbb{U}} / \quad G_{\mathbb{Y}} \quad A_{\mathbb{U}} R_{\mathbb{U}} \mathcal{U} t \backslash y_{\mathbb{L}} P_{\mathbb{U}} \mathcal{J} \quad T \mathcal{U}_m T y$
 $\hat{\mathbb{U}} \mathcal{L} h \hat{\mathbb{O}} \hat{\mathbb{U}} \mathcal{L} \hat{\mathbb{S}} / \mathcal{J} T h P_{\mathbb{L}} \mathcal{L} s.$

TJŠ - 2

$$T_e \dot{J} \dot{R}_e W^\circ L^\circ \hat{u} P \ll X \hat{c} / ^\circ Y_e R_m$$

$$U_e \mathcal{Q} Y_e L_s \circ Y_e R_j S_p T_e \dot{J} \hat{u} T_e Y R_t \dot{J}_m \hat{u} L_s^\circ L^\circ u T \hat{u} X \tilde{A} \pm k \hat{O} \hat{u} L \hat{e} s Y R_t \dot{J}_m B \mathbb{L} - V_e \\ E t \hat{N} \hat{e} L \hat{e} h Y / \hat{e} e.$$

$$R_y U S / \times \circ Y_e R_t S t L \hat{e} / \hat{u} L_s^\circ L_s.$$

1. $R_y U S / t \dot{J}_m \hat{u} T \hat{e} \hat{u} R U t f m T s^\circ d \hat{u} P_j S_p U \hat{u} \backslash k S U d \dot{J}_m \hat{u} U \hat{e} \hat{N} \hat{e} U \hat{e} / \\ \hat{a} h P_j S t \dot{J} \hat{u} P \hat{u} V^\circ E s / \hat{u} R \hat{e} P \hat{e} \hat{u} T d \dot{J} \pm j \hat{O} \hat{e} G u / \cdot \hat{u} / d / \backslash \hat{e} n.$
2. $E V_e R_y U S / \times \hat{u} P V^\circ \tilde{A} p X \hat{O} \dot{J} \hat{u} \backslash k R R_y U S / \times \hat{u} P V^\circ G / T y / T h P L \hat{e} - V_e L \hat{u} / \\ \hat{u} \hat{N} \hat{e} Y R_t \dot{J}^\circ U m \times Y R \hat{e} L \cdot \hat{u} / d / \backslash \hat{e} V_e? (L \hat{e} W^\circ Q_m R U L)$
3. $\dot{J} \hat{u} \backslash k R R_y U S / \times \hat{u} P V^\circ \hat{S} i T \hat{u} / E \hat{u} P V^\circ Y / \hat{e} \hat{u} d / \backslash \hat{e} V_e? \dot{J} \hat{u} \backslash k R R_y U S / t L \hat{e} / \\ \tilde{A} \hat{u} P V_e / e L_s V_e \hat{u} Y? E u \hat{S} i T u R_y U S / \hat{u} T E V_e j R E u / \hat{e} p G u / \hat{u} \hat{N} V^\circ \\ \Phi Y U m?$

TJŠ - 3

$$U_e \mathcal{Q} Y_e L_s \dot{J} \hat{u} \backslash k R R_y U S / \times \hat{u} P V^\circ Y_e L^\circ u T Z d L Y Z d L e L \hat{u} / \mathcal{Q} y j \hat{O} \\ L \hat{e} h \hat{O} m T y d \dot{J} R \hat{e} U \hat{e} L \hat{u} Y \Phi u Y k R \hat{e} e.$$

TJŠ - 4

$$R_y U S / \times T_t \pm T_e \dot{J} \dot{R}_e W^\circ L^\circ u Y W^\circ Q_u /$$

$$\tilde{A} \hat{O}, T s^\circ B / V^\circ Y_{t \pm} U_m U t f m R \hat{e} U \hat{e} L \hat{u} Y \hat{u} \hat{N} V^\circ d \hat{u} L \hat{e} U m T y T_e \dot{J} R \hat{e} L_s \\ \hat{u} L \hat{e} \hat{O} d \hat{u} L \hat{e} s / / T h P \hat{e} e L_s.$$

$$R_y U S / \hat{u} T Y \hat{u} W V \hat{u} \backslash \hat{u} \hat{N} \hat{e} \hat{O} R \hat{e} L P \hat{u} P V^\circ G i Q \hat{e} L \hat{u} / U m G Y \hat{O} U \hat{e} \hat{p} U_e \mathcal{Q} Y_e L_s \\ \hat{u} L \hat{e} \hat{O} d \hat{u} L \hat{e} s / / T h P \hat{e} e L_s. \hat{u} U U m R \hat{e} e L_s R_y U S / \hat{u} T T_t \pm S W h Y V^\circ U t f m \\ L t f d \hat{u} L \hat{e} i P \hat{u} Y L \hat{u} / T V \hat{u} T \hat{O} j S \dot{J} \hat{p} \hat{e} L \hat{e} \hat{O} \hat{u} W^\circ Y \hat{u} W^\circ U U \hat{e} \hat{p} \hat{u} L \hat{e} \hat{O} d \hat{u} L \hat{e} s / / T h P \hat{e} e L_s.$$

$$R_y U S / \times \hat{u} \hat{N} V_p S h P \hat{u} R \hat{u} \hat{N} V_p T \hat{O} j S R \hat{e} L P \hat{u} P V^\circ \hat{u} \hat{N} V_p L^\circ u \Phi Y \hat{u} Y \\ U t \backslash Y_e L \hat{u} V_e \hat{O} m T / U m T y U \hat{e} \mathcal{Q} Y_e L_s \hat{u} L \hat{e} \hat{O} d \hat{u} L \hat{e} s / / T h P \hat{e} e L_s.$$

$$\mathcal{T}\mathcal{I}\mathcal{S}_1$$

$$\mathcal{R}_u\mathcal{U}\mathcal{S}\mathcal{I}\times\mathbb{E}\mathcal{V}_{\mathcal{O}}\tilde{\mathcal{O}}\mathcal{R}_p\mathcal{I}t^{\pm}{}^{\circ}\neg\mathcal{U}\hat{u}\mathcal{W}^{\circ}$$

$$\mathcal{T}\hat{\mathcal{O}}\mathcal{P}'_j\mathcal{S}\hbar\mathcal{P}_m$$

$$\mathcal{T}\hat{\mathcal{O}}\mathcal{P}\mathcal{I}\mathcal{I}\mathcal{S} \quad - \quad \mathcal{R}_u\mathcal{U}\mathcal{S}\mathcal{I}\times\mathbb{E}\mathcal{V}_{\mathcal{O}}\tilde{\mathcal{O}}\mathcal{R}_p$$

$$\mathcal{I}^{\circ}\mathcal{Y} \quad - \quad \mathbb{E}\mathcal{V}_{\mathcal{O}}\neg\hat{u}\mathcal{X}\mathcal{U}\hat{\mathcal{O}}\mathcal{Q}\mathcal{Y}_{\mathcal{O}}\mathcal{L}_s$$

$$\hat{u}\mathcal{S}\mathcal{W}^{\circ}_m \quad - \quad \mathfrak{g}_{\mathcal{O}}\neg\mathcal{P}_{\mathcal{O}}\mathcal{L}_s$$

$$\mathcal{L}t^{\circ}_j\mathcal{R}_p\hat{\mathcal{O}}u\mid \quad - \quad {}^{\circ}\neg\mathcal{U}\hat{u}\mathcal{W},{}^{\circ}\mathcal{Y}_{\mathcal{O}}\mathcal{R}_m$$

$$\hat{u}\mathcal{L}_s{}^{\circ}\mathcal{L}\hat{\mathcal{O}}\hbar\mathbb{E}\mathbb{E}\mathcal{T}\mathcal{L}\mathcal{W}^{\circ}\mathcal{Q}_{\mathcal{O}}\mathcal{L}_s \quad - \quad \mathcal{N}^{\circ}\mathcal{Y}_{\hat{u}}\mathcal{W}^{\circ}\hbar\mathcal{Y},{}^{\circ}u\mathcal{J}\mathcal{X}\hbar\hat{u}\mathcal{P}\mathcal{L}_s,\hat{u}\mathcal{L}^{\circ}\mathcal{W}^{\circ}\mathcal{S}\mathcal{L}_s$$

$$\hat{u}\mathcal{T}\hat{\mathcal{O}}\hat{\mathcal{O}}\hat{u}\mathcal{S}\hat{\mathcal{O}}d\mathcal{L}_{\mathcal{O}}\mathcal{L}_s$$

$$\mathcal{R}_u\mathcal{U}\mathcal{S}\mathcal{I}\hat{u}\mathcal{T}\mathbb{E}\mathcal{V}_{\mathcal{O}}\tilde{\mathcal{O}}_m\hat{\mathcal{O}}u\backslash\hat{u}\mathcal{V}\mathcal{L}t^{\circ}_j\tilde{\mathcal{O}}\mathcal{O}\mathcal{Y}\mathcal{U}_m\hat{u}\mathcal{T}\hat{\mathcal{O}}\hat{\mathcal{O}}\mathcal{I}\mathcal{U}\hat{\mathcal{O}}\mathcal{W}\mathcal{I}\mathcal{T}\mathcal{U}\mathcal{Y}(\mathbb{E}\mathcal{V}_{\mathcal{O}}\neg\hat{u}\mathcal{X}\mathcal{U}\hat{\mathcal{O}}\mathcal{Q}\mathcal{Y}_{\mathcal{O}}\mathcal{L}_s)\mathcal{U}\hat{\mathcal{O}}\mathcal{Q}\mathcal{Y}_{\mathcal{O}}\mathcal{L}_s\mathcal{R}_{\mathcal{O}}\mathcal{L}_s\mathcal{R}_u\mathcal{U}\mathcal{S}\mathcal{I}\hat{u}\mathcal{T}\mathbb{E}\mathcal{V}_{\mathcal{O}}\mathcal{R}\mathcal{U}_m,\\ \mathcal{A}\hat{u}\mathcal{R}\hat{u}\mathcal{R}_{\mathcal{O}}\mathcal{P}\mathcal{W}^{\circ}\mathcal{U}_m,\mathcal{A}\hat{u}\mathcal{R}\mathcal{A}\mathcal{S}\mathcal{L}-d\mathcal{L}\mathcal{U}_m\mathcal{S}\backslash u\hat{u}\mathcal{I}\mathcal{P}^{\circ}\mathcal{Y}_{\mathcal{O}}\mathcal{L}_s.$$


$$\mathbb{E}\backslash\times\hat{u}\mathcal{S}\hat{\mathcal{O}}d\mathcal{L}_{\mathcal{O}}\mathcal{L}_s$$


$$\mathcal{T}_j\mathcal{S}\hbar\mathcal{P}^{\circ}\mathcal{R}_{-u}\mathcal{O}\mathcal{Y}^{\circ}_p\mathcal{U}\hat{\mathcal{O}}\mathcal{Q}\mathcal{Y}_{\mathcal{O}}\mathcal{L}_s,rd\mathcal{L}i\mathcal{P}^{\circ}\mathcal{Y}_{t^{\pm}p}\mathcal{S}\backslash u\hat{u}\mathcal{I}\mathcal{P}^{\circ}\mathcal{Y}_{\mathcal{O}}\mathcal{L}_s.$$


$$- \quad \mathcal{R}_u\mathcal{U}\mathcal{S}\mathcal{I}\hat{u}\mathcal{T}\mathcal{Y}_{\hat{u}}\mathcal{W}^{\circ}\mathcal{V}_{\hat{u}}\backslash\hat{u}\mathcal{N}_n\mathcal{R}_p$$

- $R_y U_{S1} \times E V_{ej} \tilde{O} Y_{Su} \Phi_d / V_j \tilde{O} Y_{ju} R_{\dot{u}} N_p U_{R_p}$
- $E V_{\circ} R_y U_{S1} \times E V_{ej} \tilde{O} R_p U_{t\phi m} \dot{J}_{\dot{u}} / k R_y U_{S1} \times E V_{ej} \tilde{O} R_p \bar{B} / V_{\dot{y}t\dot{u}} \backslash \dot{u} Y_{\phi} \tilde{O} j \tilde{O} R_p$
- $R_y U_{S1} \times E V_{ej} \tilde{O} R_p \circ X_m \dot{u} P_j R_{\dot{u}} N_n S L_{\dot{u}} / T_{\dot{u}} L_{\dot{u}} \dot{u} N_n R_p$

$L \backslash \times \dot{u} \tilde{O} d L_{\circ} L_s$	$\dot{u} T_{\circ} \tilde{U} / P d L_m$	$\dot{u} \tilde{S}$ W_m	$L_t j R_p L_t \backslash p$ $\dot{u} N V_p T_{\circ} \tilde{O}$	$U_{S1} \tilde{A} \tilde{O}$
	<p>$\tilde{O} L \tilde{U} \dot{u} W^{\circ}$:</p> <p>Sôm $G_p X_{\circ} U_m$ Sôm V_{\circ}, Sôm $G / S Y$, Sôm $G / S Y$ $T_{\circ} d / \dot{u} \backslash \dot{u} m$. Sôm $G / S Y$ $S_p X_{\dot{y} L} / \dot{e} \ll U_d / \dot{u} \backslash \dot{u} m$. Sôm $\tilde{O} \dot{u} P V^{\circ} T X \tilde{A} / m$ $G_u / G_u \tilde{O} T_{\pm} V^{\circ} U / d L_{\circ} h L$ $\dot{u} P V_{\dot{y} L} / \dot{e} L$ $T U_d / \dot{u} \backslash \dot{u} m$. Sôm $G / m L \backslash \dot{e} L / \dot{e} L$ $T U_d \dot{J}_m \dot{u} T_{\circ} \dot{u} R_{\dot{L} \circ} X_m$ $L_{\circ} X U_{\circ} L$ $T d L_{\circ} h L \dot{u} V^{\circ} \dot{u} U_m \tilde{O} j \tilde{O} / \dot{u} \backslash \dot{u} m$. $R_y E U_{\dot{y} m} G_u / \backslash Y_{\circ} j \dot{u} R$ $\dot{J} U_{\dot{y} \dot{u} P V^{\circ}} U / d L_{\circ} h L \dot{u} V^{\circ} \dot{u} R_{\dot{u}}^{\circ} / T R_{\dot{u}} \dot{J} N_u \tilde{O} j R_{\dot{u}} \tilde{O} / \backslash \tilde{O}$. $T k R$ $N V^{\circ} m T U_{\circ} / \tilde{O}$ Sôm $U_t \backslash Y_{\circ} L \cdot P \Phi_m$ Sôm $\tilde{O} \dot{u} P V^{\circ} Y_{\circ} d \dot{u} L \tilde{A} T Y_{\circ} L \cdot P \Phi_m$ $\dot{u} L_{\circ} i \tilde{O} s / T W^{\circ} T W^{\circ} E \backslash \dot{u} Y_{\dot{y} T \dot{u} P V^{\circ} L} \dot{u} L_{\circ} i P \tilde{O}$. $T k R N V^{\circ} m T U_{\circ} / \tilde{O}$ Sôm $\tilde{O} \dot{u} P V^{\circ} R_y U_{S1} \times E V_{ej} \tilde{O} R_{\dot{u} d} \dot{J} E R_{\dot{u}} / \backslash \tilde{O}$.</p>	5 "		
$R_y U_{S1} \dot{u} T$	$Y_{\dot{u}} W^{\circ} V_{\dot{u}} \backslash$:	5 "	$N_{\dot{y} \dot{u}} W_{\circ} h Y_{\circ u} E R_{\dot{u}} \dot{u} V_{\circ} \tilde{O}$ $R_{\dot{u}} \dot{u} X E V_{ej} \tilde{O} R_{\dot{u}} X$	$R_{\dot{u}} \dot{u} X$ $E V_{ej} \tilde{O} R_p$

<p>YáWVú\ùXñR_p</p>	<p>R_yU_SI× GuT_Ö Sém SmûU GqY_öf T_öd/ú\ém GuTúR_Um GqY_öf G_iÖ/ú\ém GuTúR_Um J±I[°]ÖY_Ö B_Jm.</p> 		<p>B_L-V_ö YáWVú\ ùXñ/\ëö.</p>	<p>Gu\ëp Gu/?</p>
<p>R_yûX EV_jÖR_{-u} QdIV_jÖY_jàR_U J±I[°]ÖR_p</p>	<p>R_yU_SI[°]u QdIV_jÖY_m:</p> <ul style="list-style-type: none"> - R_yU_SI× EV_jÖR_p GuT_Ö F_öö Y_örR_UdL_ö/ úS_öûUV_ö/U_ö/T_öuûU_öu_öU_ö/U_ö], Ly/U_ö/Q_öû\L_s - R_yU_SI× L_Um QdIV_Uö/Ö. H_ü/p T_Ö i GqY_öf G_iÖ/\ën 	<p>10 "</p>	<p>u/p AhûP_öu ER_öûV_öÖ B_L-V_ö R_yU_SI× EV_jÖR_{-u} QdIV_jÖY_jàR_U[°]Y_{-d}/\ëö.</p>	<p>SmQ_öP_V Y_ödûL_öp R_yU_SI× EV_jÖR_öX ùR_öP_W ùY_öV_öR_ö</p>

	 <p> $TV/t \setminus E_{\mathbb{Q}} \ddot{U} \text{ } \tilde{A} p X \ddot{O} \text{ } R_{y \hat{u}} / I \text{ } T_{i \pm} V \text{ } \hat{J} \ddot{u} \setminus k R \text{ } \tilde{A} I^{\circ} W^{\circ} V_m \text{ } \hat{J} \ddot{u} \setminus k R$ $R_u U S / \times \text{ } E V_j \ddot{O} R_p \text{ } G / I \ddot{O}_m \text{ } A \hat{u} / j \ddot{O} \text{ } G_i \mathbb{Q} L P d \hat{J}_m \text{ } E_{\mathbb{Q}} \ddot{U} L P d \hat{J}_m$ $R_{\hat{u}} P \text{ } \acute{u} T_e P \text{ } \Phi Y \ddot{U}_m. \text{ } \acute{u} U \ddot{U}_m \text{ } \int U \mathcal{Y} \hat{u} P V \text{ } E P_p \text{ } A \hat{u} N^{\circ} \ddot{U} \text{ } \grave{u} N^{\circ} V_p T_e \ddot{O}$ $U t f o m \text{ } B \hat{u} W^{\circ} d I V \hat{u} R_{\hat{u}} \mathcal{Y} \text{ } d L \hat{o} h P \Phi Y \ddot{U}_m.$ </p> <p> $\hat{J} \ddot{u} \setminus k R R_u U S / \times \text{ } E V_j \ddot{O} R_{-u} \text{ } ^{\circ} \hat{u} / \text{ } \ddot{U} L s.$ </p> <ul style="list-style-type: none"> - $R_e L \hat{u} / \text{ } \mathcal{D}_m T U \hat{o} h P \hat{o} L s$ - $\int U \hat{u} N^{\circ} \hat{u} X \text{ } \ddot{O} \mathcal{Y}_e \hat{J} \mathcal{Y} R_t \hat{J} \Phi \hat{u} \hat{u} / \acute{u} R_{\hat{e} p} \text{ } ^{\circ} \hat{u} V^{\circ} L \hat{o} i T \hat{o} L s.$ - $R_e L s \text{ } \mathcal{Y} \hat{o} r d \hat{u} L_{\ll p} \text{ } \S U l \S \ll u \hat{u} U \text{ } E \hat{u} P V^{\circ} \mathcal{Y}_e L s$ - $\grave{u} T \ddot{U}_m T_e X \hat{o} / \acute{u} \mathcal{D} W_j \hat{u} R R_{\hat{u}} U_{\ll p} \hat{u} N^{\circ} X^{\circ} \hat{O} \mathcal{Y}_e L s.$ 		<p> $U^{\circ} \mathbb{Q} \mathcal{Y}_e L s \text{ } \tilde{N}_{\hat{p}} \tilde{N}_{\hat{p}} T_e L$ $L \mathcal{Y}_e d / \hat{o} L s.$ </p>	
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	<p>- <i>Luſm ù NnV 6VXcRyLs GpXcYt±Um LyùX</i> <i>ÀuPyccLs.</i></p>			
	<p><i>EVc Ry UſI*</i> :</p>  <p><i>Ryù/I It±V EXL/°V°UſIÀhùPùRz°IO.</i></p> <p><i>ì Euù/I It±V EVkR À/Ü EVc Ry UſI* ÈùPVyL/èL</i> <i>6UſTRêp ì ùYt±VùPVd ayV° EVkR U/IſeuU ÈùPVyL/èL</i> <i>6Uſèn.</i></p> <p><i>EVc Ry UſI* EVcjÔR-u °ù/Ü:</i></p> <ul style="list-style-type: none"> - <i>*ſV°U·RcLù/ NkſITRtJ°Um×YÔ</i> - <i>Ut\YcLs RcLù/I It± Gu/ UſIÀO ù Nn/\ccLs Gu\</i> <i>LyùXVtſ 6UſccLs.</i> - <i>RcLù/I It± ù NcpYRcJùRz VQùPVyL/èL 6UſccLs.</i> 			<p><i>EVc Ry UſI*</i> <i>ÈùPVyL°u</i> <i>JcXcLs</i> <i>VcùY?</i></p>

	<ul style="list-style-type: none"> - $\mathcal{I}q\mathcal{U}\mathcal{U} \quad \ast \mathcal{S}V^{\circ} \quad \mathcal{N}k\mathcal{S}/\ast \mathcal{L}/\mathcal{e}p \quad \mathcal{A}\mathcal{Y}\mathcal{L}s \quad \mathcal{Y}erd\mathcal{U}\mathcal{L}$ $\mathcal{Y}/\mathcal{U}ed\mathcal{L}/\mathcal{T}h\mathcal{Y}\mathcal{U}d\mathcal{J}m.$ - $\mathcal{N}t^{\pm} \mathcal{U}m \mathcal{G}^{\circ} \hat{u} \mathcal{U}V^{\circ}/\mathcal{Y}\mathcal{L}/\mathcal{e}\ll \mathcal{U}/\mathcal{T}o.$ - $\ast \mathcal{S}V^{\circ} \mathcal{R}\mathcal{U}\mathcal{Q}e\mathcal{L}\hat{u}/\mathcal{L}t^{\circ} \mathcal{I}\mathcal{T}\mathcal{Y}\mathcal{L}/\mathcal{e}\ll \mathcal{U}/\mathcal{T}o.$ 			
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$\mathcal{A}\hat{a}\mathcal{S}/ \mathcal{Y}erd\mathcal{U}\mathcal{L}ep \mathcal{R}y$ $\mathcal{U}\mathcal{S}/\ast \quad \mathcal{E}V^{\circ}j\mathcal{O}\mathcal{R}_{-u}$ $\mathcal{R}\mathcal{L}\mathcal{Y}p\mathcal{L}\hat{u}/ \quad \mathcal{T}at\mathcal{L}$ $\hat{u}\mathcal{N}n\mathcal{R}p.$	$\mathcal{E}V^{\circ} \mathcal{R}y \mathcal{U}\mathcal{S}/\hat{u}\mathcal{T}\hat{u} \mathcal{U}m\mathcal{O}j\mathcal{O}m \hat{u} \mathcal{N}n\mathcal{S}\mathcal{L}s:$ 		$\mathcal{B}\mathcal{L}-V^{\circ} \hat{u} \mathcal{L}^{\circ} \mathcal{W}\mathcal{S}\mathcal{L}s$ $\mathcal{e}Xm \mathcal{R}y \mathcal{U}\mathcal{S}/\ast$ $\mathcal{E}V^{\circ}j\mathcal{O}\mathcal{R}\mathcal{U}d\mathcal{L}\hat{e}/$ $\hat{u} \mathcal{N}n\mathcal{S}\mathcal{L}\hat{u}/^{\circ} \mathcal{Y}_{-d}/\wedge\mathcal{e}o.$ $\mathcal{U}e\mathcal{Q}\mathcal{Y}\mathcal{L}s \mathcal{A}\hat{u}\mathcal{R}\mathcal{T}at\mathcal{L}$ $\hat{u} \mathcal{N}n \mathcal{U} \mathcal{U}e\mathcal{P}$ $\mathcal{A}^{\pm} \mathcal{U}j\mathcal{O}\mathcal{O}/\wedge\mathcal{e}o.$	
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	<p> <i>ieLs y/ yâR ùTèfjÔ FeLs Ry Uss* úUmTÔ/\Ô. TÔ í Eu ùItú\êc Utôm GkR yV\]-P^UkÔ ùTôm ùNnSL/ép TèSdL/TÔ/\Ô. Sôm ùTèÔYêL LpT^UySp Lt\ ùNnSLâ/ úSèT^UyStj úSWêL N^UkÔ ùNp/ú\ôm. GqYâL« Um Yêr^u GkRj^GjS Um í EuâûPV Ry UssùT^y/W^úNnV^Xôm.</i> </p> <p> <i>FeLs Ry Uss* FVjÔR^UdLê/LX Ôâ\Ls ,úZ R^W^ThÔs[/.</i> </p> <p> <i>1. FeLpduLjSwê/ GiGeLû/LiP±kÔ Aytû\ UètfyRtLê/ T _p DÔTÔYSpûX.</i> </p> <ul style="list-style-type: none"> - <i>GpXêUm LkSTSpûX. GuâûPV ùN^pTèÔLs N^_epXêR ùTèÔ Sêu Ôt± Um úRêp^VuPiú\u.</i> - <i>GSoUâ\âV ùT-RêdJíú\u. úSoUâ\âV Jû\jÔ Uss^Ô/ú\u. GfùTèYÔm TûRGSoTèodJm ùTèÔ RYêL Ôy/\Ô. Juf ùTèÔ U/ TèuâU. J^UúYâ/ Sêu 5 ÔRyâU RjSLâ/ ùT± U^TRêUm J^U ÔRyâU^Vt\ RjS GuâûPV S\âUâV Lèi dJm.</i> <p> <i>..TkRê/âtfâJ^SL y- UèfjRê</i> </p>			
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	<p> $\mathcal{Y}_- \mathcal{U}_{\beta j} \tilde{\mathcal{O}} \mathcal{Y}_{R_e j} \mathcal{T} \mathcal{S} \mathcal{X}_e \mathcal{L}$ $\mathcal{E} u \hat{a} \hat{u} \mathcal{P} \mathcal{V} \mathcal{O} \mathcal{V} i \mathcal{L} \mathcal{P} d \mathcal{J} m$ $\mathcal{E} u / \epsilon p$ $\mathcal{G} u / \hat{u} \mathcal{N} \mathcal{V}$ $\mathcal{O} \mathcal{Y} \mathcal{U} m$ $\mathcal{G} u \mathcal{T} \mathcal{R} t \mathcal{J} m$ $\mathcal{O} d / \mathcal{V} j \tilde{\mathcal{O}} \mathcal{Y} m$ $\hat{u} \mathcal{L} \hat{e} \hat{\mathcal{O}}$. $\mathcal{R} t \mathcal{L} \hat{e} \mathcal{X}$ $\mathcal{R} \hat{u} \mathcal{P} \mathcal{L} \hat{u} / \mathcal{L} t \mathcal{f} d$ $\hat{u} \mathcal{L} \hat{e} i \hat{\mathcal{O}}$ $\mathcal{A} \mathcal{Y} t \pm u$ $\mathcal{A} \mathcal{Y} / \mathcal{T} \hat{u} \mathcal{P}_{\beta} \mathcal{Y} \hat{e} \mathcal{Z}$ $\mathcal{L} t \mathcal{f} d \hat{u} \mathcal{L} \hat{e} s$. </p> <p> 3. $\mathcal{E} u \hat{a} \hat{u} \mathcal{P} \mathcal{V} \mathcal{S} \backslash u \mathcal{L} \hat{u} / \hat{u} \mathcal{U} m \mathcal{O} j \tilde{\mathcal{O}}$. </p> <p> i $\mathcal{T} p \mathcal{X}_e \mathcal{R} \mathcal{R}_e \mathcal{L}$ $\mathcal{E} \mathcal{G}_e \mathcal{T} \mathcal{Y} t \hat{u} \backslash \mathcal{U} m$ $\mathcal{E} u$ $\mathcal{Y}_{\epsilon r} \mathcal{U} d j$ $\mathcal{U} \mathcal{S} / \mathcal{T} \cdot / \mathcal{T} \tilde{\mathcal{O}} \mathcal{U} \hat{e} /$ $\mathcal{S} \backslash u \mathcal{L} \hat{u} / \mathcal{L} t \mathcal{f} \mathcal{T} \hat{e} \mathcal{L}$ $\hat{u} \mathcal{N} n$. </p> <p> 4. $\mathcal{E} i \hat{u} \mathcal{U} \mathcal{V} \hat{e} / \mathcal{J} \pm d \hat{u} \mathcal{L} \hat{e} \hat{u} / \mathcal{H} t \mathcal{O} j \tilde{\mathcal{O}}$. </p> <p> $\mathcal{E} u / \epsilon p$ $\mathcal{N} \hat{e} \mathcal{S} j \tilde{\mathcal{O}}$ $\mathcal{O} \mathcal{Y} d \mathcal{L} d$ $\hat{a} \mathcal{Y} \mathcal{V}$ $\mathcal{J} \pm d \hat{u} \mathcal{L} \hat{e} \hat{u} / \cdot \mathcal{f} \mathcal{U}$. $\mathcal{E} u \hat{a} \hat{u} \mathcal{P} \mathcal{V}$ $\mathcal{J} \pm d \hat{u} \mathcal{L} \hat{e} \hat{u} / \mathcal{L} \mathcal{f} \mathcal{f}$ $\mathcal{L} \mathcal{f} \mathcal{T} \mathcal{J} \mathcal{S} \mathcal{L} / \hat{e} \mathcal{L}$ $\cdot \mathcal{j} \tilde{\mathcal{O}}$ $\mathcal{L} q \hat{u} \mathcal{Y} \hat{e} u \backslash \hat{e} \mathcal{L}$ $\mathcal{O} u \hat{u} / \mathcal{f}$. $\mathcal{O} \mathcal{Y} \hat{u} \mathcal{U} \mathcal{V} \hat{e} /$ $\mathcal{L} \backslash \mathcal{T} \hat{e} /$ $\mathcal{J} \pm d \hat{u} \mathcal{L} \hat{e} \mathcal{P} d \mathcal{L} \hat{e} \mathcal{L}$ $\mathcal{G} f \hat{u} \mathcal{T} \hat{e} \tilde{\mathcal{O}} m$ $\mathcal{E} \hat{u} \mathcal{Z}$. </p> <p> 5. $\tilde{\mathcal{O}} \backslash \mathcal{f} \mathcal{N} \mathcal{X} \hat{e} / \mathcal{Y} t \hat{u} \backslash \mathcal{G} \mathcal{O} j \tilde{\mathcal{O}} d \hat{u} \mathcal{L} \hat{e} s$. </p> <p> $\hat{u} \mathcal{Y} t \pm$ $\hat{u} \mathcal{N} \hat{u} \mathcal{Y} \hat{e}$ $\mathcal{A} p \mathcal{X} \tilde{\mathcal{O}}$ $\hat{u} \mathcal{R} \epsilon p \hat{u} d \hat{u} \mathcal{L} \hat{e}$ $\mathcal{J} u \hat{u} \backslash$ $\hat{u} \mathcal{R} \epsilon k \hat{u} \mathcal{R} \mathcal{O} d \mathcal{L} \hat{e} \mathcal{U} p$ $\times \mathcal{S} \mathcal{V}$ $\mathcal{A} \hat{a} \mathcal{T} \mathcal{Y} \hat{e} \mathcal{L} \hat{u} / \mathcal{U} m$ $\mathcal{R} \mathcal{U} \mathcal{G} \hat{e} \mathcal{L} \hat{u} / \mathcal{U} m$ $\mathcal{L} t \mathcal{f} d$ $\hat{u} \mathcal{L} \hat{e} s / \mathcal{A} \hat{\mathcal{O}} /$, $\mathcal{R} \mathcal{Y} \mathcal{f} \mathcal{L} s$ $\mathcal{O} u \hat{u} / t \backslash j \mathcal{S} u$ $\mathcal{J} \mathcal{U} \mathcal{T} \mathcal{J} \mathcal{S}$ $\mathcal{G} u \mathcal{f} \mathcal{G} \mathcal{R} \hat{e} \mathcal{T} \hat{e} o$. $\mathcal{J} u \hat{u} \backslash \mathcal{N} \cdot \mathcal{V} \hat{e} \mathcal{L}$ $\hat{u} \mathcal{N} n \mathcal{V} \mathcal{O} \mathcal{Y} \mathcal{V}$ $p \hat{u} \mathcal{X} \hat{u} \mathcal{V}$ $\mathcal{G} u \mathcal{f} \mathcal{U} / m$ $\mathcal{R} / \mathcal{W} \hat{e} \hat{u} \mathcal{R}$ $\times \mathcal{S} \mathcal{V}$ $\mathcal{J} u \hat{u} \backslash \mathcal{O} \mathcal{V} i \mathcal{L} / \mathcal{T} \tilde{\mathcal{O}}$ $\mathcal{I} p \mathcal{X} \tilde{\mathcal{O}}$ $\mathcal{G} u \backslash \mathcal{E} \mathcal{G}_e \mathcal{U}$ $\mathcal{E} u \hat{a} \hat{u} \mathcal{P} \mathcal{V}$ $\mathcal{O} u \hat{u} / t \backslash m$, $\mathcal{S} \backslash \hat{u} \mathcal{U}$, $\tilde{\mathcal{O}} \backslash \mathcal{f} \mathcal{N} \mathcal{X} \hat{e} /$ $\hat{u} \mathcal{N} \mathcal{V} p \mathcal{T} \hat{e} \hat{\mathcal{O}}$ $\mathcal{G} \cdot \mathcal{V}$ $\mathcal{Y} \mathcal{L} \hat{u} /$ $\mathcal{S} \backslash \mathcal{T} \tilde{\mathcal{O}}$ </p>			
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	<p> $U\tilde{h}\tilde{O}U_pX\tilde{e}U_p$ $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o\tilde{N}\tilde{V}^o$ $\tilde{H}t\tilde{p}d\tilde{u}\tilde{L}\tilde{e}s[\tilde{u}X\tilde{E}V\tilde{e}R\tilde{O}m$. </p> <p> 6. $\tilde{u}Y_{t\pm}\tilde{u}V\tilde{A}aT$ </p> <p> $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o\tilde{u}Y_{t\pm}$ $\tilde{Y}en\tilde{u}aT$ $\tilde{E}V\tilde{e}\tilde{J}\tilde{O}YR\tilde{t}\tilde{J}$ $\tilde{a}Z\tilde{U}a\tilde{J}$ $\tilde{E}u\tilde{u}[\tilde{J}]\tilde{*}$. $\tilde{E}u\tilde{u}[\tilde{Y}\tilde{U}\tilde{Y}\tilde{e}d\tilde{L}$ $\tilde{J}hP\tilde{h}\tilde{O}$ $\tilde{U}\tilde{e}\backslash\tilde{e}\tilde{L}$ $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o$ $\tilde{J}\backslash\tilde{u}\tilde{U}\tilde{L}\tilde{u}[\tilde{J}\tilde{N}\tilde{d}\tilde{L}\tilde{e}\tilde{u}\tilde{R}$ $\tilde{E}u$ $\tilde{u}Y_{t\pm}\tilde{L}\tilde{u}[\tilde{J}\tilde{J}t\pm]$ $\tilde{S}pX\tilde{R}\tilde{e}\tilde{L}$ $\tilde{E}QW\tilde{U}m$ $\tilde{H}t\tilde{p}d\tilde{u}\tilde{L}\tilde{e}s[\tilde{U}m\tilde{E}u\tilde{u}[\tilde{A}a\tilde{U}\tilde{S}$. </p> <p> 7. $\tilde{N}\tilde{V}^o\tilde{u}\tilde{J}\tilde{f}\tilde{u}\tilde{N}\tilde{V}^o\tilde{u}\tilde{J}\tilde{O}\tilde{J}\tilde{O}$ </p> <p> $\tilde{E}u\tilde{u}[\tilde{N}\tilde{k}\tilde{u}\tilde{R}\tilde{u}\tilde{J}\tilde{m}$ $\tilde{A}pX\tilde{O}$ $\tilde{U}\tilde{S}\tilde{I}\tilde{O}m$ $\tilde{u}\tilde{T}\tilde{e}\tilde{O}$ $\tilde{E}\tilde{J}\tilde{d}\tilde{J}\tilde{s}$ $\tilde{G}\tilde{Y}\tilde{m}$ $\tilde{G}\tilde{J}\tilde{e}\tilde{U}\tilde{u}\backslash\tilde{V}\tilde{e}\tilde{J}\tilde{Y}\tilde{t}\tilde{u}\backslash$ $\tilde{I}\tilde{Y}\tilde{J}\tilde{u}\tilde{R}$ $\tilde{J}\tilde{e}\tilde{J}\tilde{O}$. $\tilde{E}\tilde{R}\tilde{e}W\tilde{U}\tilde{e}\tilde{L}$ \tilde{i} $\tilde{\Phi}\tilde{Y}\tilde{u}\tilde{U}\tilde{u}\tilde{V}$ $\tilde{G}\tilde{J}\tilde{e}\tilde{T}\tilde{e}d\tilde{J}\tilde{m}$ $\tilde{u}\tilde{T}\tilde{e}\tilde{O}$ $\tilde{G}\tilde{p}X\tilde{e}\tilde{U}m$ $\tilde{G}\tilde{p}X\tilde{e}\tilde{Y}_{t\pm}\tilde{U}m$ $\tilde{E}\backslash\tilde{T}\tilde{e}\tilde{L}$ $\tilde{u}\tilde{N}\tilde{n}\tilde{Y}\tilde{O}$ $\tilde{N}\tilde{e}\tilde{J}\tilde{S}\tilde{V}\tilde{U}\tilde{p}X$ $\tilde{G}\tilde{u}\tilde{J}\tilde{u}\tilde{R}$ $\tilde{u}\tilde{J}\tilde{p}\tilde{u}\tilde{Y}\tilde{J}\tilde{O}d\tilde{u}\tilde{L}\tilde{e}s$. </p> <p> 8. $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o\tilde{u}\tilde{N}\tilde{e}\tilde{k}\tilde{R}\tilde{u}\tilde{R}\tilde{u}\tilde{Y}\tilde{L}\tilde{P}\tilde{d}\tilde{J}\tilde{U}\tilde{S}\tilde{I}\tilde{*}\tilde{u}\tilde{L}\tilde{e}\tilde{O}$ </p> <p> $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o\tilde{u}\tilde{R}\tilde{u}\tilde{Y}\tilde{L}\tilde{s}$ $\tilde{U}t\tilde{p}m$ $\tilde{*}\tilde{U}\tilde{I}\tilde{T}\tilde{e}\tilde{L}\tilde{u}[\tilde{\Phi}\tilde{R}\tilde{e}\tilde{p}$ $\tilde{J}\tilde{J}\tilde{O}d\tilde{u}\tilde{L}\tilde{e}s$. $\tilde{E}\tilde{P}\tilde{J}\tilde{Y}$ $\tilde{N}\tilde{k}\tilde{u}\tilde{R}\tilde{e}\tilde{J}\tilde{m}$ $\tilde{R}\tilde{U}\tilde{Y}\tilde{R}\tilde{t}\tilde{J}$ $\tilde{U}\tilde{e}\backslash\tilde{e}\tilde{L}$ $\tilde{E}\tilde{i}\tilde{u}\tilde{U}\tilde{V}\tilde{e}\tilde{L}\tilde{u}\tilde{Y}$ $\tilde{E}u$ $\tilde{u}\tilde{R}\tilde{u}\tilde{Y}\tilde{L}\tilde{u}[\tilde{e}\tilde{e}\tilde{J}\tilde{S}$ $\tilde{u}\tilde{N}\tilde{n}\tilde{Y}\tilde{t}\tilde{u}\backslash$ $\tilde{A}\tilde{u}\tilde{P}\tilde{V}\tilde{e}\tilde{J}\tilde{m}$ $\tilde{L}\tilde{i}\tilde{O}$ $\tilde{u}\tilde{L}\tilde{e}\tilde{i}\tilde{O}$ $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o$ $\tilde{B}\tilde{Z}\tilde{U}\tilde{e}\tilde{J}$ $\tilde{u}\tilde{R}\tilde{u}\tilde{Y}\tilde{L}\tilde{s}$ $\tilde{E}u\tilde{a}\tilde{u}P\tilde{V}^o\tilde{S}p\tilde{Y}\tilde{e}\tilde{r}\tilde{u}\tilde{Y}\tilde{E}V\tilde{e}R\tilde{O}m$ $\tilde{G}\tilde{u}\tilde{J}\tilde{R}\tilde{t}\tilde{J}\tilde{U}\tilde{S}\tilde{I}\tilde{O}\tilde{e}\tilde{L}\tilde{s}$. </p>			
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	<p>9. °WfLû/Lû/ ¾ejRp</p> <p>°WfNû/Lû/ R°dLûR Aytû\ GJouLêiO Aytû\ ¾cTRtLê/</p> <p>Y-Phi\Lû/LiO°yJÔ Aytû\ ¾o.</p> <p>10. ¾o Uê/m GÔjRp</p> <p>¾o Uê/eLû/ GÔSTRtJm. Aytû\ DûPPhi\TÔjÔYRtJm TctL ùTp.</p> <p>SpX ¾o Uê/eLû/ GÔSTRtJm Aytû\ ãZ UduLtT TuTÔjÔYRtJm</p> <p>Lûû/ i Sm*.</p> <p>11. E-û UûV EßSTÔjÔ</p> <p>EûûPV ùRûYLû/ LYjÔ Ut\YcLPûPV ùRûYLPdJm</p> <p>USST dL ùYiÔm.</p> <p>12. Eûû/d J±jR EûûPV NV°L UjSp °ûXjS U (Sh*)</p> <p>Ut\YcL°P°UkÔ ùNThP °uêPêLû/ USIÔ. B]êp SmTêúR</p> <p>ApXÔ AYcL LYjÔLPdJ AST USI* ùLêÔdLêúR ¾o Uê/eLû/</p> <p>GÔSTTm Eûû/d J±jÔ i GNY EQu\ên GuTûR ¾o UêSTTm</p> <p>Lûû\ ùNnYRtJ E/dJ GRtJ Guß ¾o UêSTRtJm EûûPV USI*Lû/</p>			
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	<p>$\mathcal{N} \circ \mathcal{K} \mathcal{S} \mathcal{U}$.</p> <p>13. $L P k R L \circ X^* \cdot V \circ L \dot{u} / \mathcal{U} \backslash k \ddot{O}^* \ddot{O}$</p> <p>$\mathcal{E} u \cdot P j \mathcal{S} - \mathcal{U} d \mathcal{I} m \quad \mathcal{B} \acute{u} W \circ d / V^* \mathcal{U} t f \phi \quad \acute{u} L \circ \mathcal{I} j \mathcal{S} t \mathcal{I}^* \quad \grave{u} R \circ P \circ * \acute{u} P V^* \mathcal{Y} t \pm t \mathcal{I}^* \quad \acute{u} P$ $\acute{u} L \circ \ddot{O}$</p> <p>14. $\mathcal{E} u \dot{u} / \acute{u} \mathcal{S} \mathcal{I}$</p> <p>$\mathcal{E} u \cdot P j \mathcal{S} p \quad \mathcal{A} \mathcal{S} \mathcal{I} \quad \mathcal{N}^* \dot{u} \dot{u} \mathcal{I} \quad L \circ h \ddot{O} \mathcal{Y} R t \mathcal{I}^* L \pm \ddot{O} \quad \acute{u} \mathcal{S} W^* \dot{u} R \dot{u} \mathcal{N} X \mathcal{Y}^-.$ $\mathcal{E} u \dot{u} /$ $\mathcal{U} t \backslash \mathcal{Y} \circ L \dot{u} / \circ \ddot{O} \quad \mathcal{I} \mathcal{I}^* \ddot{O} \mathcal{Y} \dot{u} R \quad \text{``} f j \ddot{O}.$ $i \quad V \circ W \circ L \quad \mathcal{T} \mathcal{U} d / \backslash \acute{e} n \quad \mathcal{G} u \mathcal{T} \dot{u} R \quad \mathcal{H} i f \phi d$ $\acute{u} L \circ s.$</p> <p>15. $\mathcal{S} u \backslash \circ L \quad \mathcal{B} \acute{u} P \quad \mathcal{E} \ddot{O} j \ddot{O}.$ $\grave{u} R \neg k \acute{u} R \circ \quad \grave{u} R \neg V \circ \mathcal{U} \dot{u} X \circ \quad \mathcal{S} p X \quad \mathcal{E} \acute{u} P V^* R p$ $\mathcal{E} u \dot{u} \acute{u} P V^* R y \quad \mathcal{U} \mathcal{S} \dot{u} \mathcal{I} \mathcal{T} \mathcal{E} V^* W^* \acute{u} \mathcal{N}^* \mathcal{U} m.$</p> <p>$\mathcal{E} u \dot{u} \acute{u} P V^* R y \quad \mathcal{U} \mathcal{S} \dot{u} \mathcal{I} \mathcal{T} \mathcal{E} V^* j R d \acute{u} \mathcal{Y} V^* \quad \mathcal{I} \acute{u} W^* \mathcal{S} \mathcal{I} \circ \quad i \quad R \acute{e} u.$ $i \quad \mathcal{Q} u \dot{u} / \acute{e} d /$ $\grave{u} \mathcal{N} p \mathcal{Y} R t \mathcal{I} m \quad \mathcal{A} \acute{e} u \mathcal{I} \quad \text{``} i \mathcal{S} R t \mathcal{I} m, \quad \acute{u} \mathcal{S} \circ \mathcal{U} \dot{u} \backslash V \circ L \dot{u} \mathcal{Y} \circ \quad \mathcal{A} p X \ddot{O}$ $\mathcal{G} \mathcal{S} \circ \mathcal{U} \dot{u} \backslash V \circ L \dot{u} \mathcal{Y} \circ, \quad \mathcal{N} \acute{k} \acute{u} R \circ \backslash \mathcal{U} \circ L \dot{u} \mathcal{Y} \circ \quad \mathcal{A} p X \ddot{O} \quad \ddot{O} d \mathcal{I} \mathcal{U} \circ L \dot{u} \mathcal{Y} \circ$ $\mathcal{T} \mathcal{U} \mathcal{I} R t L \circ / \mathcal{Y} \acute{e} n \mathcal{I} * \quad \mathcal{E} u \cdot P \dot{u} \mathcal{U} \quad \mathcal{T} \mathcal{U} d / \backslash \ddot{O}.$ $\mathcal{Y} \acute{e} r \mathcal{Y} R t \mathcal{I}^* \quad \mathcal{I} \acute{u} W^* \quad \mathcal{I} \mathcal{U} \quad \mathcal{Y} \acute{e} r d \dot{u} \mathcal{I}$ $\mathcal{E} \acute{u} P V^* \mathcal{Y} / \acute{e} \ll \mathcal{U} d / \backslash \acute{e} n.$ $\mathcal{T} \dot{u} R \quad \mathcal{G} \mathcal{I} \mathcal{N} y \quad \mathcal{Y} \acute{e} r \mathcal{Y} \ddot{O} \quad \mathcal{G} u \mathcal{I} \ddot{O} \quad \mathcal{E} \acute{u} \mathcal{U} V^* \ll \mathcal{U} d / \backslash \ddot{O}.$</p>			
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